

# FAIRFIELD UNIVERSITY

COLLEGE OF ARTS AND SCIENCES  
SCHOOL OF BUSINESS  
SCHOOL OF NURSING

1995-1996



# INFORMATION DIRECTORY

## Undergraduate Admission

Dean of Admission  
Bellarmine Hall

## Undergraduate Financial Aid

Director of Financial Aid  
Bellarmine Hall

## Vice President for Student Services

Dolan Hall

## Fees

Accounting, McAuliffe Hall

## Transcripts

University Registrar, Canisius Hall

## Alumni Programs

Director of Alumni Relations  
Southwell Hall

## Academic Vice President

Canisius Hall

## College of Arts and Sciences

Dean, Canisius Hall

## School of Business

Dean, Donnarumma Hall

## School of Nursing

Dean, School of Nursing

## School of Continuing Education

Dean, Dolan House

## Graduate School of Education and Allied Professions

Dean, Canisius Hall

## Summer Sessions

Coordinator, Dolan House

## President

Bellarmino Hall

## Vice President for Administration

Bellarmino Hall

## Vice President for Advancement

Bellarmino Hall

## Vice President for Finance

McAuliffe Hall

## Mailing Address

Fairfield University  
Fairfield, Connecticut 06430-5195

## Telephone

(203) 254-4000

---

# CATALOGUE ISSUE

1995-1996

THE JESUIT UNIVERSITY OF  
SOUTHERN NEW ENGLAND

---

# Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

In addition, the Graduate School of Education and Allied Professions is accredited by the State of Connecticut Department of Education, which has approved the education program for teacher certification at secondary levels and the graduate programs which lead to certification in specialized areas of education. The chemistry program of the College of Arts and Sciences is approved by the American Chemical Society.

The State of Connecticut Department of Higher Education has granted full accreditation to the Master of Business Administration and Master of Science in Financial Management programs in the School of Business.

The School of Nursing has been accredited by the National League for Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing.

The University holds memberships in the National Association of Independent Colleges and Universities, American Council for Higher Education, American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, and New England Business and Economic Association.

---

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services. The University is in compliance with the Student Right to Know and Campus Security Act (PL 103-542). Graduation reports are available upon request from the offices of Admission and Registrar.

---



# Contents

Accreditation .....	2
The Mission of Fairfield University .....	4
An Overview of Fairfield University .....	6
Educational Policies and General Regulations .....	18
Introduction / Normal Academic Progress / Grading System / Scholastic Honors / Disruption of Normal Academic Progress / Acceptance of Credits for Study at Other Institutions / Academic Freedom and Academic Responsibility	
The Curricula .....	29
Introduction / Choice of Curriculum / Course Numbering System / Core Curriculum / Electives / Major / Diversity Requirement / Second Major / Minor / Honors Program / Alpha Sigma Nu / Interdisciplinary Learning Communities / Independent Studies / Student Internships / Academic Support Services / The Writing Center / Language Resource Center / Computer Facilities	
College of Arts and Sciences .....	36
Degrees Offered / Specialized Programs / Departmental Requirements and Options / Courses of Instruction	
School of Business .....	152
General Education Core Curriculum / Business Core Requirements / Business Major Requirements/ Curricula for Minors / Courses of Instruction	
School of Nursing .....	170
Nursing Curriculum / R.N. Program: Curriculum / Courses of Instruction	
Student Services and Campus Life .....	178
Student Association / Student Conduct / Counseling / Health / Activities / Athletics / Residence Halls / Campus Center / Library / Recreational Complex / Religious Activities / Parking	
Admission, Expenses, and Financial Aid .....	184
Freshman Admissions / Advanced Placement and Early Admission / Transfer Admissions / Visiting Foreign Students / Expenses / Refund Policy / Financial Aid Policy / Satisfactory Academic Progress / Financial Aid Available	
Directory .....	196
Board of Trustees / Administration / Faculty	
Index .....	215
Academic Calendar 1995-1996 .....	219
Campus Map .....	Inside Back Cover

# The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit Education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines — their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally

essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education which it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

---

**AN  
OVERVIEW  
OF  
FAIRFIELD  
UNIVERSITY**

---

# An Overview of Fairfield University

***Fairfield is a proud tradition of learning.*** When Fairfield was chartered in 1942, it became the 26th institution of higher learning operated by the Jesuit Order in the United States and the inheritor of a tradition of learning and scholarship that dates back to 1540 when St. Ignatius Loyola founded the Society of Jesus (the Jesuits) on the principle of active service in the world.

From that time, many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for academic quality. A Jesuit education has come to mean a high standard of academic discipline within Judeo-Christian values.

Our students are selected without regard to sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap. This diversity acts as a stimulus to your education and gives you an oppor-

tunity to make friendships that will broaden your horizons and enrich your life.

A still greater influence on your life will be your professors, who exhibit an even wider diversity than do the students. Although Fairfield is a Jesuit university, the majority of 173 full-time faculty are lay persons who represent many faiths and creeds. Both lay and Jesuit, the faculty hold degrees from over 75 American and European colleges and universities, and 85% of them hold the highest degree available in their discipline. Many have had practical experience in various careers and professions before becoming teachers. Almost without exception you will find them eager to sit with you and talk about your academic progress or your personal problems. An important aspect: *Fairfield has no graduate students who teach in any of its colleges or schools.*

Although our students and faculty have varied backgrounds, they have come to Fairfield because they share common goals: the striving for excellence in every area of life; the commitment to intellectual honesty, discipline, and inquiry; the ideals of a liberal education; the expression of Christian values through concern for and service to others. They are, in other words, the living embodiment of a tradition of learning 450 years old.





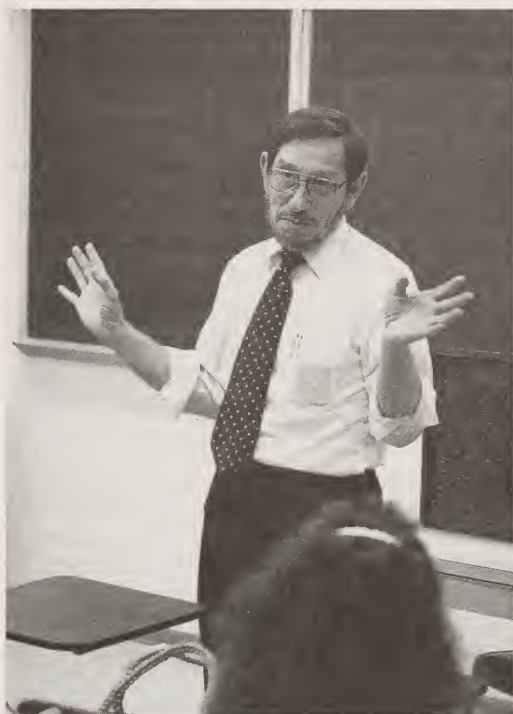
**Fairfield is a quality academic program.** The goal of a Fairfield education is to develop the whole person, and we believe that a liberal education can achieve this goal because it exposes you to the whole of learning.

The University has created a core curriculum for all students in all undergraduate schools. It includes from two to five courses in each of these areas:

- *Mathematics and Natural Sciences*, to acquaint you with both mathematical logic and the workings of the physical world;
- *History and Social Sciences*, to give you a knowledge of the past, a contemporary social awareness, and a sense of civic responsibility;
- *Philosophy and Religious Studies*, to help you to a clear knowledge of ultimate religious, philosophical, and moral values;
- *English and Fine Arts*, to develop the habits of logical thinking and accurate expression, and to give you an understanding of human nature through literature, drama, music, and art;
- *Modern and Classical Languages*, to provide an insight into other cultures and other modes of expression and thought.

Within the framework of these five areas, you have a number of options. The requirement in Philosophy and Religious Studies, for example, includes two courses in religion. But you can choose to examine your own spiritual heritage or the beliefs of others; your courses can be as general as Religion and Psychology or as specific as The Writings of Paul. You will find enough options like this so that fulfilling the requirements becomes a stimulating and enjoyable experience while providing the breadth of knowledge necessary for your further studies, and for life as a well educated human being.

As a partner in planning your academic program, you will have a faculty advisor. In your freshman year your advisor will be assigned from the faculty at large; in later years, he or she will be a professor in your major field. If you want to enter professional or graduate school, your advisor will be someone who is knowledgeable in the admissions requirements of those institutions and who can help you plan a course of study that will further your professional goals.



Although Fairfield has some 2,900 undergraduate students, it is organized as a grouping of small divisions under a larger intellectual umbrella. This enables us to combine the intimacy and the personal attention that are the strengths of a small college with the advantages of a university. Your classes will be relatively small, especially in your junior and senior years, and they will be taught by professors who can – and do – give time to your individual instruction. But you will also find that the full resources of the University are at your command whenever you need them.

The University has six schools: the College of Arts and Sciences; the School of Business; the School of Nursing; the School of Continuing Education; the BEI School of Engineering; and the Graduate School of Education and Allied Professions. In addition to courses offered during the year, these schools also offer courses during the summer.

**The College of Arts and Sciences**, the oldest and largest of Fairfield's five schools, offers two degrees, Bachelor of Arts and Bachelor of Science.

If you wish to earn a Bachelor of Arts degree in the College of Arts and Sciences, you may major in American studies, communication, economics, English, fine arts, history, international studies, modern languages and literatures (French, German, Spanish), philosophy, politics, psychology, religious studies, or sociology.

On the other hand, if you wish a Bachelor of Science degree, you may major in biology, chemistry, mathematics, computer science, physics, or psychology.

Students are encouraged to select a major at the end of their freshman year if they have not already done so.

If you are unsure of your career direction, and many students are, you may discuss the possibilities with your faculty advisor, with other professors, or with a career counselor in our Career Planning Center. Selecting a major is not an irrevocable decision. The academic program at Fairfield is flexible enough to allow you to change to another field if you find your first choice was not the right one.

Within each major field of study, the College of Arts and Sciences offers an exceptionally wide range of courses, from introductory studies to highly specialized courses for upperclassmen. And within every major field there is an opportunity for independent study and research that can carry you far beyond the normal limits of traditional courses. Double-majors and minors may be arranged for students interested in combining the skills and perspectives of two disciplines.

**The School of Business** was established in 1978, having been for thirty-one years of the University's existence the Department of Business Administration. Its establishment reflected the increasing number of students majoring in a business discipline, and the diversity of courses being offered. A Master of Science program in Financial Management began in 1981; the Certificate Program for Advanced Study in Finance was initiated in 1984; a Master of Business Administration program was introduced in 1994. The School is unique among the academic units of the University in that it offers programs at both the undergraduate and graduate levels.

In keeping with the mission of Fairfield University, the School of Business is committed to preparing students for leadership success in their personal and professional lives in the Jesuit tradition of educating the "whole" person who is socially responsible and prepared to serve others.

The programs and curricula of the School of Business are directed at a diverse population of students. Through innovation and the integration of the many disciplines of the arts and sciences with the areas of commerce, our programs encourage the acquisition of interdisciplinary knowledge, personal skills and awareness, and technical competencies necessary in our increasingly complex, diverse, and sophisticated world.

The School of Business emphasizes excellence in the classroom, scholarly research, and the application of concepts to the world of business and we:

- Strive to attend to, and develop, each student to his/her fullest potential in accord with his/her needs, talents and goals. This requires a commitment to teaching the "whole" person and a recognition that excellence in teaching is our number one priority.
- The School of Business strives through its graduate and undergraduate programs to be recognized by the business and educational communities as one of the best, if not the best, School of Business of any small comprehensive university in the nation, serving students in both programs that have been selected for their high intellectual and leadership capacities, and who are likely to make outstanding contributions to the world of business, within the philosophy of the Jesuit tradition.
- The School of Business fosters excellence in its faculty, curricula, staff; and its facilities and programs through the devotion of resources to instructional development, and faculty and staff development to enhance the learning processes of our students and maximize the potential of our facility and staff.
- The School of Business strives to serve the expectations and needs of our stakeholders, internal and external, by continuously reviewing, evaluating and changing our mission, goals, programs, curricula, resource bases, intellectual contribution, and overall activity.



- The School of Business strives to create within our students and community an understanding and appreciation of the interrelationships of our business, legal, social, and cultural systems through teaching, internships, faculty and student exchange programs, and resource networks so that they are prepared to meet the challenges of the global village in a socially responsible manner.
- The School of Business seeks to create a community of scholars, faculty and students, dedicated to understanding, and responding to, the needs of organizations and institutions; to create outstanding academic programs that foster the development of humane and ethical organizations; while concomitantly adding to the intellectual capital of the academy through the application of basic and applied research.
- The School of Business strives to maintain an appropriate balance of faculty in each discipline area within the School to serve the programs offered to satisfy stakeholder needs; maintain a balance of teaching, intellectual contribution and service within each discipline area consistent with the excellence articulated in our mission; and create a faculty development system consistent with achieving excellence in instructional development and intellectual contribution.

The status of Fairfield County as a major corporate headquarters area provides the opportunity for you to observe corporate operations first hand. The Center for Financial Studies, a conference center for management education, established by the National Council of Savings Institutions and Fairfield University, provides the School of Business with an outstanding facility for presenting a variety of programs and seminars.

As a student in the School of Business, you will be working toward the degree of Bachelor of Science in one of the offerings of the school. You will take the same core curriculum required of all other undergraduate students. In addition, you will take a business core curriculum of subjects which provide an introduction to the fields of accounting, statistics, legal environment of business, organizational behavior, production and operations, business ethics, international business, finance, computer-based information systems, and marketing. A capstone course in business policies completes the student's business studies.

The balance of your program will depend upon your major, which may be selected from one of six areas: accounting, finance, information systems, management, marketing, or international studies. Working with your faculty advisor, you will plan a curriculum that best suits your career goals.

The optional senior-year internship is a feature of the School of Business. These internships are undertaken for credit, and sometimes for pay. The student's progress is monitored by both an on-the-job supervisor and a faculty member. The presence of a large number of corporate offices in the area gives you some highly unusual and rewarding opportunities for internships. In addition, internship opportunities abroad are available to selected students.



**The School of Nursing**, founded in 1970, is fully accredited by the National League for Nursing, the Connecticut State Board of Nurse Examiners, and the State of Connecticut Department of Higher Education. The four-year program leads to a Bachelor of Science degree with a major in nursing. The School also offers a Master of Science program in Nursing, instituted in 1994.

The goal of the undergraduate program is to prepare you for the first level of competent and compassionate professional nursing. Throughout the program you will be exposed to nursing practice in a variety of clinical and health care delivery settings and systems. The graduate program prepares nurse-practitioners for family practice and mental health clinical specialists.

On-campus nursing classes are held in a modern building that features a tiered lecture-demonstration room with projection facilities, a nursing resource center where you will become familiar with the most common techniques, equipment, and media- and computer-assisted learning in the field.

Admission to the School of Nursing is selective. You must be capable of completing an academic program in the humanities, mathematics, social sciences, and natural sciences as well as the rigorous nursing program. Graduates who meet the state statutory requirements are eligible to take the State Board of Nursing licensure examinations. These regulations are available in the School of Nursing office.

Like all other undergraduate students of Fairfield, you must complete the core curriculum. In addition, you will take required courses in chemistry, biology, psychology, and sociology.

Classroom instruction for undergraduates in nursing theory and clinical skills begins in your freshman year and continues throughout the undergraduate program. With each passing year clinical work will increase until, by the time you are a senior, a significant portion of your time is spent in the nursing major, which includes clinical practice as well as the theory component. To ensure that you get the breadth and depth of clinical experience you need, the school has associations with many facilities including private hospitals, a veterans hospital, clinics, outpatient departments, rehabilitation centers, public health departments, and long-term care facilities.

Classroom and clinical instruction in the graduate program takes place primarily on Thursday evenings and Fridays. The program is 45 credits and takes two calendar years to complete. Graduates are eligible to

take professional certification examinations after graduation. Information on this program is available in the School of Nursing.

**The School of Continuing Education** is committed to a curriculum that enhances personal growth and professional development, and to a flexibility which permits adults with job, civic and family responsibilities to continue their education part time. Its bachelor degree programs are extensions of the curricula of the College of Arts and Sciences, and the Schools of Business and Nursing, geared to the needs of the adult learner. In carrying out the University's commitment to lifelong learning, it provides short-term skill-oriented career entry programs, and professional improvement courses and workshops in a variety of career fields.

**BEI School of Engineering** offers engineering degrees to part-time evening students. Areas of study include electrical engineering, mechanical engineering, manufacturing engineering, and information systems engineering.

**The Graduate School of Education and Allied Professions** provides Master's and Certificate of Advanced Study (C.A.S.) programs for the certification and advancement of teachers, administrators, counselors, and other professionals in the field of education. A broad selection of graduate courses is offered late afternoons, evenings, and weekends for individuals seeking to begin or complete degree requirements.

**Summer Sessions:** During the summer the University offers a wide range of graduate, undergraduate, and professional development courses. Day and evening courses within four sessions of different length and intensity are provided to help students plan a flexible schedule for the summer. The University's aim is to serve the needs of its own students, those from other schools who find themselves here for the summer, and residents in the community seeking professional or personal growth.

**Fairfield is the opportunity for practical experience.** Fairfield recognizes that today's student wants and needs practical experience, both through the use of equipment and through opportunities to participate in on- or off-campus programs.

In almost every science department, the University has used grants from the National Science Foundation, the Nuclear Regulatory Commission, and NASA to make sizable investments in sophisticated equipment. This equipment is not reserved just for professors or graduate students. Every student — at every level — has access.



One important tool you will use extensively is the Nyselius Library. Open access to the more than 262,000-volume stacks, the equivalent of 61,000 volumes in microform, and 1,800 journals and newspapers helps to keep faculty and students informed on new developments in all fields. The reference department offers interlibrary loan and on-line and CD-ROM bibliographic search services, and there are hundreds of individual carrels to give you semi-private study space. The Library's media department contains video and audio cassettes, compact disks, and other audiovisual materials, as well as equipment for their use.

But to give you practical experience, the University goes far beyond merely making equipment available. Many academic programs require that you get "on-the-job" experience. Internships and work experiences for credit are options you can exercise in many departments. Your studies can range even further afield through the Washington Semester at American University (for economics and politics majors), the Washington Center for Learning Alternatives (for majors in many fields), and study abroad.

Of course, you do not have to leave campus to get experience in your field. In any major, you may pursue independent study. Working with your faculty advisor,

you will select a subject in a particular area, and then move ahead at your own pace with this original research.

We think you will find that your practical experience will give you a decided advantage when you apply for admission to graduate or professional school or when you interview for a job.

***Fairfield is a pleasant learning environment.*** The University is located in America's academic corridor, that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities. This location provides you with access to the cultural, recreational, social, and intellectual programs of hundreds of other institutions of higher learning. The town of Fairfield itself (population approximately 55,000) is about an hour from New York City and three hours from Boston, and it is primarily a residential community whose citizens enjoy an excellent relationship with the University.

Fairfield's 225-acre campus is among the most beautiful in the country. Created from three private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens, pleasant walks, and broad views of the blue waters of Long Island Sound.



If you are a resident student, you will live in one of eight modern residence halls, in comfortably furnished rooms designed for two. Dorms are coed (with men and women living on alternate floors or in alternate wings). Rooms off campus in private homes also are available. Juniors and seniors also have the option of living in the University's new townhouses, which are four- and six-person apartments on the edge of campus.

The Barone Campus Center is the social focal point for all segments of the University community. Here you will find a snack bar, post office, conference rooms, student lounges, bookstore, pub, and the student and faculty dining areas. The facilities are also available for art exhibits, cultural events, and distinguished speakers. The Levee, a pavilion for student dances and other social events, was opened in 1995.

The Regina A. Quick Center for the Arts, with a 741-seat theatre, smaller experimental theatre, and an art gallery, opened in the spring of 1990 and provides the main spaces for cultural events. Drama, music, lectures and exhibitions all are presented at the center.

The PepsiCo Theatre was renovated in 1994 and provides another venue for theatre and dance in an intimate setting.

The Egan Chapel of St. Ignatius Loyola, a symbol of the University's Catholic heritage, opened in the fall of 1990. It also provides the meeting and work spaces for an active campus ministry.

Fairfield's spacious campus allows plenty of room for outdoor playing fields, all-weather tennis courts, and informal recreation areas. When the practice requirements of varsity sports teams threatened to monopolize the Gymnasium, the University built a Recreational Complex to provide even more indoor athletic facilities — swimming pool, jogging track, indoor tennis courts, handball courts, and more — for students who want to participate in sports for their own enjoyment.

**Fairfield is a varied student life.** Everything about your college years can be part of your total learning experience — learning to get along with new people, learning to develop new interests, learning to be a good leader (or equally as important, to be a good team member), learning to make your own decisions and then accepting the responsibility for them, and learning to live your own life.

If you are a resident student, you will do a lot of this kind of learning in your dormitory. Fairfield's residence halls are largely self-directed, with the members of each unit deciding many of their own rules and activities. You can also participate fully in the life of the University as a commuter. A significant percentage of Fairfield's undergraduate students commute; we make the same effort to respond to their needs as we do for the resident students.

Commuter or resident, you will be a member of the Fairfield University Student Association. FUSA represents the student viewpoint to the other sectors of the University community, sponsors student-operated events, rules on student infractions of University poli-





cies, and provides student entertainment for the academic year. Becoming actively involved in FUSA will give you a chance to test your leadership ability and to take part in decisions that affect the University as a whole.

Student government is only one facet of the rich and varied campus life at Fairfield. Among others are:

***Student Activities:*** You can join clubs that reflect your academic interests, or clubs that let you enjoy non-academic interests, or clubs that let you enjoy a variety of pursuits from singing to watching films to skiing. If you are talented in music or drama (or if you would like to find out whether you have talent), there are glee club classical and jazz ensembles and a drama group; for budding journalists and broadcasters, there are a magazine, newspaper, yearbook, a Media Center and campus radio station. Many of our students feel that they can best express themselves in service to others; there are a number of community service organizations on campus.

With numerous student organizations, chances are good that you can find several that reflect your own interests. If not, and if there are enough other students with the

same interest, you'll probably get approval to start your own organization.

***Athletics:*** Regardless of your athletic ability or level of interest in athletics, Fairfield has a sports program for you. As a National Collegiate Athletic Association (NCAA) Division I school, we provide three types of organized athletics: varsity sports, club sports, and intramurals.

Varsity sports for men are baseball, basketball, cross country, golf, ice hockey, lacrosse, soccer, swimming, tennis and, starting in 1996, football. Women's varsity sports are basketball, tennis, field hockey, soccer, softball, cross country, volleyball, crew, and swimming. Fairfield University is a charter member of the Metro Atlantic Athletic Conference.

The club sports program includes fencing, lacrosse, rugby, skiing, karate, women's soccer, women's lacrosse, equestrian team and men's and women's crew. Intramural team competition is offered in tennis, touch football, volleyball, basketball, street hockey, and softball.

The Recreation Department also organizes numerous intramural activities in team and individual sports. These include flag football, volleyball, inner tube water polo, basketball, softball, soccer, tennis, and racquetball. In addition, instruction is offered at the Recreational Complex in aerobics, dance, swimming, scuba, water safety, lifesaving, weight training, and tennis.

***Cultural Life:*** Together, the University, academic departments, FUSA, and student organizations bring to campus a variety of performers, entertainers, and lecturers throughout the year. But with Fairfield's location, culture is not limited to the campus. On any weekend, and even during the week, you may find students going to Yale University cultural programs in New Haven, heading for Boston or New York, or attending activities at any of the 35 colleges and universities that are within an hour's drive of the Fairfield campus.

***Religious Life:*** Your participation in religious life is completely up to you. Perhaps because participation is optional, Fairfield has a very active Campus Ministry, which has offices in the new Chapel and Campus Ministry Center. A full-time staff of four Jesuit priests, a Protestant minister, a religious sister and a laywoman, assisted by a score or more of active students, fosters retreats and prayer services, presents seminars on religious and social concerns, and encourages social response and community involvement. The Campus Ministry team also provides a caring response to students who seek spiritual direction and counseling.





The Campus Ministry team can also refer you to local churches of different faiths and denominations.

*Student Services:* Fairfield University provides a number of other advisory services. Its Career Planning Center helps students examine various career fields and relate them to their respective interests, capabilities, and career goals. The Center maintains a directory of off-campus jobs for students who need additional income and also facilitates on-campus interviewing with various corporations and agencies.

A tutorial program is offered through the Office of Student Academic Support Services to students who are having difficulty in their academic courses. Students are tutored by fellow students who are academically exceptional in a particular major. As part of this same program students are encouraged to meet with their professors whenever they are having academic difficulty.

The University's Student Health Center has nurses on duty around the clock, seven days a week. One of three physicians staffs the health services every weekday morning and is on call at all other times. Specialists in all fields of medicine are readily available. A student who becomes seriously ill can be admitted to St. Vincent's Hospital in Bridgeport, just minutes from campus. A staff of professional counselors and psychologists offers both confidential personal discussions and psychological tests to assess strengths and weaknesses.

***Fairfield is a chance to achieve.*** Even before your first college class, you will probably begin to think about what you will do after you leave. If you have a definite career in mind, you want an academic program that will best prepare you. If you are undecided, you want guidance in exploring career fields and in matching your talents and interests to jobs within those fields. Either way, Fairfield offers expert help.



The Career Planning Center's Career Information Library offers both general information on the nature of various careers and specific data on the current job market. When you are ready to start looking for a position, there may be workshops in resume writing and the techniques of being interviewed. Finally, the Center keeps abreast of needs in all fields of employment, and either arranges interviews for seniors or notifies qualified students of job openings.

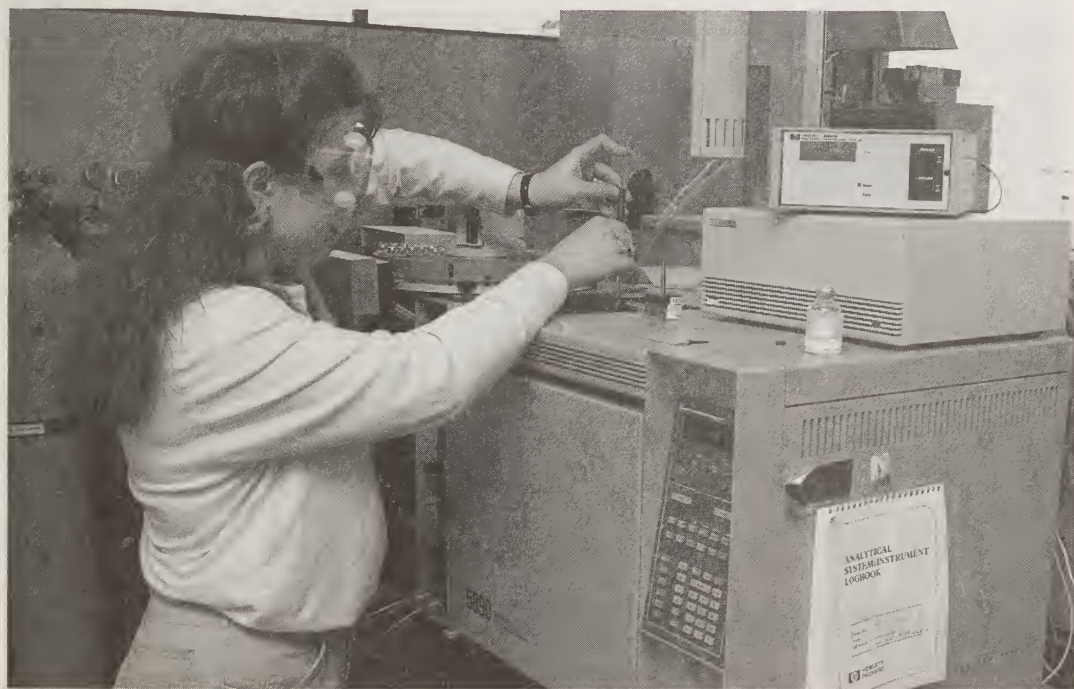
The University also has an enviable record in placing its graduates in professional schools. Fairfield's record in placing applicants to medical, dental, law, and graduate schools is impressive. Between 80 and 90% of Fairfield's applicants to law and medical schools gain admission. Fairfield cannot guarantee you a career — no college can. But Fairfield can guarantee you the quality of academic preparation that will make you a desirable candidate for employment, or for professional or graduate school.

***Fairfield is a quality education at a reasonable cost.*** The Fairfield Board of Trustees, the administration and the faculty constantly strive to hold the cost of a college education at a reasonable level without cutting corners on quality. As a result, the cost of a

Fairfield education is competitive with that of any private institution in the New England area. For the 1994-95 academic year, tuition will be \$16,000. Room and board will be \$6,500 and the townhouse fee \$5,190.

Because the University recognizes that these costs — plus other necessary expenses for books, supplies, travel, and personal needs — can create a sizable burden for many families, Fairfield administers a comprehensive financial aid program. Most financial aid is provided in a "package" — a combination of scholarships, grants, loans, and on-campus employment. About 65% of Fairfield's undergraduates receive such a package combining all these forms of financial assistance.

The University suggests that the best way to get an understanding of Fairfield — its academic programs, its exceptional faculty, its well-equipped and attractive campus, its admissions and financial aid programs — is to visit the campus. A tour and personal interview are strongly recommended. For an appointment, write or call the Admissions Office, Fairfield University, Fairfield, Connecticut 06430-5195, phone (203) 254-4100.







---

**EDUCATIONAL  
POLICIES  
AND  
GENERAL  
REGULATIONS**

---

# Educational Policies and General Regulations

---

## Introduction

---

### Philosophy of Education

Fairfield University has, as its primary objective, the development of the creative intellectual potential of its students within a context of religious commitment.

Fairfield believes in the particular excellence of a liberal education. In an effort to achieve this objective, it requires each student to take courses from five areas of knowledge: mathematics and natural sciences, history and social sciences, philosophy and religious studies, English and fine arts, modern languages and classics. Thus assured of a basic, well-rounded education, students are free to pursue a major field of study in preparation for scholarly or professional pursuits.

To assist the student in the quest for truth, the University promotes dialogue between teacher and student, between student and student, between teacher and teacher. This dialogue takes place in an environment of absolute freedom of inquiry.

### The Faculty and Faculty Advising

All members of the faculty share personally and actively in the responsibility for providing students with educational, career, and personal guidance. One of the hallmarks of a Jesuit education is the personal interest each teacher takes in students; the teacher tries to know each individual student's strengths and weaknesses. This tradition is basic to Fairfield. Classes are not large, and there are ample opportunities for close student-teacher relationships. Members of the faculty make themselves available for informal discussions, advice, and encouragement well beyond their published office hours.

During the orientation program for freshmen and transfers, each student is assigned to a faculty advisor. In subsequent years, depending upon the student's major and career interests, the first advisor will be replaced by a professor in the student's field of academic interest. The faculty advisor will be available to meet regularly with the student, to offer appropriate counsel, to watch the student's progress, and, in general, to help him or her adjust to college life.

Students who plan to enter professional or graduate school after graduation from Fairfield are referred to faculty who are knowledgeable about specific professions and graduate schools. Those faculty will offer advice and will assist students in the application for admission and the attainment of scholarships and fellowships to professional and graduate schools.

---

## Normal Academic Progress

---

### The Academic Year

The academic year begins in early September and ends in late May, with recess periods at Christmas and in the Spring. It is divided into two semesters, each extending over a period of about 14 weeks. The semester hour is the unit of instructional credit.

The class day begins at 8:45 in the morning and is divided into class periods of 50 or 75 minutes and laboratory periods of 100 minutes.

### Full-Time Status

The normal course load for a matriculated student is five courses per semester, equivalent to 14—18 credit hours. To maintain full-time status a matriculated student must be registered for a minimum of 12 credit hours each semester.

### Class Ranking System

Student rank is based on total credit hours completed and recorded.

Class	Credit Hours Earned	Year
Freshman	0 through 29	1
Sophomore	30 through 59	2
Junior	60 through 89	3
Senior	90 through 120	4

## Degree Requirements

At the time of graduation, a student will normally have earned at least 120 credits and completed at least 40 courses. However, no simple accumulation of credits is sufficient — in itself — to qualify for a degree from Fairfield University. Rather, the student is expected to have completed with success all of the assigned courses that constitute the curriculum of his or her choice. As explained in the next chapter, that curriculum consists of courses that fall into the required categories of core curriculum, major, and electives plus the optional categories of second major, minor, and concentration. Furthermore the student must have a minimum QPA or grade average of 2.0 ("C") or better both overall and in his/her major. Finally, students must abide by the terms of the residency requirement explained below.

## Residency Requirement

To merit a Fairfield University degree, at least 60 credits must be taken at Fairfield. This includes the last 30 semester credits immediately preceding graduation which must be earned in Fairfield University coursework.

## Registration Requirement

All matriculated full-time undergraduate students must register for classes by December 1 for the following spring semester and by May 1 for the following fall semester.

If a student is not registered by these dates, the University will presume him or her to be withdrawn at the end of the current semester. At that time all residence hall and financial aid commitments will be terminated.

## Graduation Date

Diplomas are awarded in January, May, and August. All students who have been awarded diplomas within the year are invited to participate in the May graduation ceremony.

## Grading System

### Academic Grades

The quality of a student's performance in coursework is graded according to the following official marks: A,B,C,D,F. These marks have the following meanings:

- A — Outstanding achievement
- B — Superior level of achievement
- C — Acceptable level of achievement with course material
- D — Minimal achievement, but passing
- F — Unacceptable level of achievement; course must be repeated to obtain credit

A plus (+) may be added to grades of B or C to indicate work performed at the top of that range.

A minus (-) may be added to grades A, B, or C to indicate work performed below that range.

A semester's grade normally will be determined according to the following procedure:

The semester's work (examinations, quizzes, recitations, and out-of-class assignments) will establish approximately two-thirds of the grade, the final examination establishing approximately one-third of the grade. If a professor chooses a method other than the established procedure, the following criteria must be met:

- a) The students must be informed in writing at the beginning of the semester as to the procedure in determining the grade for the course.
- b) A memorandum must be submitted in writing to the departmental chair and the appropriate Dean at the beginning of each semester.

In addition to the foregoing academic grades which indicate the quality of student performance, the notations "I" (Incomplete) or "W" (Withdrawal) may appear on a student's grade report.

### Incomplete

An "I" (Incomplete) is issued when, due to an emergency situation such as illness, a student prearranges with the professor to complete some of the course requirements after the semester ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any "Incompletes" still outstanding after the 30-day extension will become "Failures."

## Withdrawal from Courses

Once a semester is underway, if a student wishes to drop and/or add a course, this must be done during the add/drop period. Anyone wishing to withdraw from a course after the add/drop period must see his/her Dean. A notation of "W" (Withdrawal) indicates that a student has withdrawn from a course. A withdrawal will be granted only in highly unusual circumstances, such as a health emergency. Withdrawal will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction.

## Quality Points

The official mark or final letter grade earned in a course is assigned quality points. The quality points per credit hour and numerical equivalency for letter grades are as follows:

	<i>Quality Points</i>	<i>Numerical Equivalent</i>
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D	1.00	60-69
F	0.00	0-59

Each semester's course grades are computed into a weighted quality point average. To determine a weighted quality point average, the number of semester-hour credits per course is multiplied by the quality points earned per course and the total for all courses is then divided by the number of credits attempted.

## Repeat Course Policy

When a student repeats a course that was failed, the new grade will be recorded. Quality points will be averaged into the cumulative average, and the credits will count toward the degree. The original grade will remain on the transcript and be calculated into the cumulative average.

When a student repeats a course for which the student has obtained a passing grade, the new course and grade will be recorded on the transcript with the notation, repeat course. The credit will not count towards the degree. The original grade will remain on the transcript.

## Freshman Mid-term Deficiencies

Halfway through the fall and spring semesters, first-year students are provided with midterm estimate grades for the courses in which they are earning grades of C- or below. These grades are not part of their official academic record, but allow the students, as well as their faculty advisors and the Dean of Freshmen, to review their academic progress at the mid-point of their first two semesters.

## Grade Reports

Grade reports are issued to students by the Registrar at the conclusion of each semester. Faculty advisors are also sent copies of the grade reports of their advisees.

---

## Scholastic Honors

---

### Dean's List

To qualify for the Dean's list at the conclusion of each semester's work, a student must have completed a minimum of 12 credit hours, have no outstanding or incomplete grades for that semester, and have attained a semester Q.P. average of 3.50 or better.

## Graduation with Honors

Honors at graduation are awarded for the following weighted Q.P. averages computed for the four years' work:

Summa cum laude	3.85
Magna cum laude	3.70
Cum laude	3.50

## Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit Honor Society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, undergraduate students must have scholastic rank in the top 15% of their class, must have demonstrated a proven concern for others through involvement in extracurricular activities and service to the University, and must have manifested a



true concern and commitment to the values and goals of the Society. The Fairfield chapter was reactivated in 1981 and includes outstanding seniors who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education within the University Community.

## Phi Beta Kappa

Phi Beta Kappa is the oldest and most widely recognized national academic honor society in the USA. Founded in 1776 at the College of William and Mary in Virginia, the society's aim is to encourage academic excellence in the broad range of the liberal arts. Membership is restricted to students who complete most of their coursework in the liberal studies curriculum; typically those are students who pursue BA or BS degrees in the College of Arts and Sciences. Fairfield's Zeta Chapter of Phi Beta Kappa was established in 1995. Each spring it installs new members from among the most academically-talented upperclass students. Election to this chapter is based on scholastic standing and academic accomplishments and is limited to seniors and a highly select group of juniors.

## Other National Honor Societies

Discipline-based national and international honor societies with chapters at Fairfield University include:

Alpha Epsilon Delta, *a National Premedical Honor Society*

Alpha Kappa Delta, *a National Honor Society in Sociology*

Alpha Mu Gamma, *a National Foreign Language Honor Society*

Alpha Sigma Lambda, *a National Honor Society for Students in Adult Higher Education*

Omicron Delta Epsilon, *a National Honor Society in Economics*

Phi Alpha Theta, *an International History Honor Society*

Pi Mu Epsilon, *a National Honor Society in Mathematics*

Pi Sigma Alpha, *a National Politics Honor Society*

Psi Chi, *a National Honor Society in Psychology*

Sigma Pi Sigma, *a National Honor Society in Physics*

Sigma Tau Delta, *an International English Honor Society*

Theta Alpha Kappa, *a National Honor Society in Religious Studies*

## Disruption of Normal Academic Progress

### Academic Advancement

For academic advancement from year to year in good standing, it is not enough that the student pass all courses; in addition, he or she must maintain a quality standard that is computed from quality points, Q.P. The number of quality points earned by each grade is explained on page 20 (e.g., A earns 4 quality points; A- earns 3.67 quality points, etc.).

To be eligible for graduation, a Fairfield student must have an overall Quality Point Average (QPA) of 2.0 or better at the conclusion of the senior year. To progress toward satisfaction of that requirement, students advancing from the first year to the sophomore year are expected to have a weighted cumulative QPA of 1.80 or better. By the start of the junior year, students are expected to have a weighted cumulative QPA of 1.90 or better. Finally, in advancing to the senior year, students should have an overall cumulative QPA of 2.0 or better.

Although students who do not meet the foregoing standards will be permitted to continue their studies at Fairfield University, they will be notified that they are not advancing satisfactorily. Furthermore, they will be warned that they are in jeopardy of not graduating with their class. Such students will be offered special assistance from the academic and student support divisions. In addition, they will be strongly encouraged to enroll in summer or winter intersession courses at Fairfield University in order to improve their QPA.

Students in the School of Nursing must meet University promotion policy requirements. In addition, to remain in the nursing major, students must meet promotion policy requirements established by the School of Nursing. These are available in the School of Nursing Office.

### Academic Probation

The purpose of academic probation is to alert the student and the institution to problems associated with the student's academic performance and to recommend or implement strategies for improvement. The continuation of poor academic performance will result in the dismissal of the student. Faculty advisors are notified of all advisees placed on probation.

Any student whose **overall cumulative** QPA falls below 1.80 at the end of the fall or spring semester will be placed on **academic probation** for the following semester.

**(Note: first semester first-year students with a quality point average below 1.80 will not be placed on probation for their second semester, but will lose their rights to participate in extracurricular or co-curricular activities.)**

A student will be removed from academic probation at the end of the next semester if his/her overall cumulative QPA is at or above 1.80. At the end of an intersession or summer session the student can petition the Academic Vice President for removal from academic probation if academic work done during one of those sessions suggests that the student should be given such consideration. If a student takes intersession or summer courses at Fairfield University and raises the overall QPA to or above 1.80, the student will automatically be removed from academic probation.

A student on academic probation is ineligible to participate in extracurricular or co-curricular activities during any semester in which the student is on probation. A student on academic probation may petition the Academic Vice President for the right to participate in extra- or co-curricular activities. The appeal must contain a valid and compelling reason why restriction of extra- or co-curricular activities is inappropriate, and must demonstrate effectively that the activity will support an improvement in academic performance.

University policy states that any student whose semester QPA falls below 1.80 for two consecutive semesters will be dismissed from the University. Therefore, in any semester that a student's QPA falls below 1.80, that student will receive a written warning from the student's dean notifying the student that the student's academic career is in jeopardy, and the student will be referred to Student Academic Support Services for counselling.

## Academic Dismissal

Students who incur an academic failure in any of the following classifications are liable to separation from the University:

1. A student who at the end of a semester has received the grade of "F" in three or more courses.
2. A student who at the end of an academic year has received the grade of "F" in three or more courses.
3. A student whose semester QPA falls below 1.80 for two consecutive semesters (excluding summer or winter intersessions).

Students who have been dismissed from the University for reason of academic failure are normally expected to remain away for at least a full semester (fall or spring) before seeking readmission. Such individuals lose all entitlement to institutionally funded financial aid.

## Voluntary Withdrawal from University

A student planning to withdraw should consult the Dean of his or her school, who will provide a form and directions that will clear his or her status with all interested offices.

Any student who withdraws voluntarily will be granted honorable dismissal only under the following conditions:

1. The student must not be already liable to dismissal for deficiencies, excessive absence, or misconduct.
2. The student must discuss intentions with the Dean of the school, and, if so instructed, must submit the request for withdrawal in writing from his or her parents or guardian.
3. The student must have settled all financial accounts with the University.

Students granted honorable dismissal may request refund of tuition (but not of special fees) according to the schedule outlined in the University catalogue.

## Readmission

A student who wishes to reenter Fairfield University after he/she has been dismissed or has withdrawn voluntarily must inform the dean of the appropriate academic unit in writing of his/her intention. The student's complete academic record will be forwarded to the administrative board with a recommendation for action from the dean. The administrative board will then decide on readmission and any attendant conditions regarding future requirements for academic performance and permission to participate in extracurricular activities. Normally, a student returning from academic dismissal will be expected to earn a semester QPA of 2.0 or better during the first semester back at Fairfield University. Decisions of the administrative board regarding requests or conditions for readmission can be appealed to the academic vice president with input from both the student and/or dean.

## Acceptance of Credits for Study at Other Institutions

### Advanced Placement

While in high school, some students pursue one or more college-level Advanced Placement courses. Fairfield University will award three or four hours credit towards graduation for each Advanced Placement

course taken by a student provided that the student has (1) taken an Advanced Placement Test prepared by the CEEB program and (2) obtained a test score of four or five. It is the discretion of College/School officials to determine if such advanced placement credits can be used to exempt students from specific university courses or requirements. **Normally, AP credit will not exempt a student from requirements in his/her major.** Note: no student will be awarded more than a total of fifteen advanced placement credits by Fairfield University.

Listed below are the most common AP tests submitted by students for advanced placement, along with their Fairfield University equivalent.

AP Test	Fairfield Course Equivalent	Credits
Biology	BI 91, General Biology I	4
Chemistry	CH 11, General Inorganic I	4
English Composition	EN 11, Composition and Prose	3
English Lit/Comp	EN 12, Intro. to Literature	3
European History	HI 30, Modernization	3
U.S. History	HI Elective	3
Calculus AB	MA 21 & 22, Calculus I & II	6
Calculus BC	MA 171 & 172, Analysis I & II	8
Computer Science A	CS 131, Computer Programming I	3
Computer Science AB	CS 131 & 132, Computer Programming I & II	6
French Language	FR 121, Continuing French	3
Italian Language	IT 121, Continuing Italian	3
German Language	GR 121, Continuing German	3
Spanish Language	SP 121, Continuing Spanish	3
Physics	PS 15, General Physics I	4
Government & Politics - U.S.	PO 11, Intro to American Politics	3
Sociology	SO 11, General Sociology	3

### Transfer Credit

When students begin their university studies at other institutions and then transfer to Fairfield University, the University accepts transfer credit under the following conditions:

- no courses with grades less than "C" will qualify for transfer.
- credit will be granted only for specific work completed at institutions whose quality has been approved by the University.

- only credit hours, not grades, will transfer.
- every transfer student is required to complete at least two years of full-time undergraduate study at Fairfield in order to receive a Fairfield University Bachelor's Degree.



### Credit Earned Elsewhere by Matriculated Students

Any courses taken at another institution must be preapproved by the Dean of the student's school to be eligible for transfer credit. Only credits (not grades) are transferable. For each approved course taken at another institution, credits will be accepted in transfer only if the student has earned a grade of "C" or better (2.00 quality points and a numerical equivalency of no lower than 73) in that course. Official transcripts should be forwarded to the Dean upon completion of preapproved coursework at other institutions.

Students are cautioned that Deans will grant permission to take courses elsewhere only when the student can demonstrate compelling reasons to do so. Typically, students attend other institutions (1) while on approved Educational Leave of Absence during the fall and/or spring semester to participate in a study abroad program or to take advantage of a special curriculum offered at another U.S. institution or (2) to enroll in courses during the summer or winter vacation.

In all cases, the following restrictions apply:

- (1) Of the 120 or more credits required for the bachelor's degree, a minimum of 60 of those credits must be earned at Fairfield University.
- (2) Students are permitted to take no more than two courses at another institution during a summer or winter vacation period.
- (3) The last 30 credits earned toward a student's degree must be completed at Fairfield University or through a program that issues Fairfield University course credit (e.g., Fairfield's study abroad program in Florence, Italy).

---

### Educational Leave of Absence

---

Matriculated students may apply for an Educational Leave of Absence for a fall or spring semester or for a full academic year in order to (1) study abroad or (2) enroll in another U.S. institution that offers a special curriculum. Educational Leaves are granted by the Associate/Assistant Dean of the student's school or college. To be eligible for an Educational Leave of Absence a Fairfield University student must have an overall QPA of 2.80 or better at the time of application. In addition, the student must have a record of good academic and social standing for the semester immediately preceding application. Students who wish to be granted Educational Leave of

Absence must complete all official paperwork with their dean by May 1st for a fall semester or full-year leave or by November 15th for a spring semester leave.

All students granted Educational Leaves by Fairfield University will be charged a \$100 fee for maintenance of their matriculation at Fairfield. Furthermore, students on approved Educational Leaves lose their entitlement for institutional financial aid for the period of the leave. The only exception to this rule is the ISEP study abroad program described in the next section.

### Study Abroad

Fairfield students are permitted to study abroad on approved programs for a semester, an academic year, or a special summer term. Opportunities are available in most nations of the world. Fairfield University runs its own program in Florence, Italy at the Lorenzo de' Medici Institute. The university also has formal agreements with Doshisha Women's College in Japan, the Rome Center of Loyola University of Chicago, the University of Sheffield in England (Business), Harlaxton College in England (Nursing), Boston University's Russian Exchange Program, The American Collegiate Consortium (Russia), CIEE (The Council on International Educational Exchange – with sites in 20 nations), and ISEP (The International Student Exchange Program – with sites in over 50 nations). In addition, Fairfield faculty conduct educational tours during summer and vacation periods to China, England, France, Spain, Italy, Russia, Latin American countries and elsewhere. These tours carry credit in various disciplines.

Each school at Fairfield University has a study abroad coordinator who will assist students in selecting appropriate programs and courses. The Office of the Dean of Arts and Sciences maintains a resource library with current information about overseas programs. Each student must receive advance approval of his/her plans from the study abroad coordinator in order to receive academic transfer credit for courses taken abroad. Credit will be granted only for specific work successfully completed in educational programs whose quality has been approved by the University.

While most Fairfield students who study abroad do so during the junior year, students are actually permitted to apply to study abroad during any semester prior to the senior year (i.e., the last 30 credit hours of coursework). There is one exception to this rule: students may study abroad during the senior year provided that they participate in a program that issues Fairfield course credit (i.e., Lorenzo de Medici in Florence or Fairfield University vacation study tours).

Students who wish to study abroad for a semester or full academic year must announce their intent by applying for an Educational Leave of Absence. Eligibility requirements, fees, and deadlines for such applications are explained in the preceding section. Note, however, that the restriction whereby students on Educational Leave lose entitlement to institutionally-funded financial aid for the period of the leave does not apply to the ISEP program. Students participating in that program continue to pay Fairfield tuition and, accordingly, retain Fairfield scholarships.

## Enrollment at Other U.S. Institutions

Deans will grant permission for students to attend another U.S. institution during the normal academic year only when the student can demonstrate compelling reasons to take courses elsewhere. Such reasons might include the desire to take advantage of a special curriculum (e.g. Washington semester, environmental research).

Each student who wishes to attend another U.S. institution for the fall and/or spring semester must apply for an Educational Leave of Absence. Procedures, deadlines, eligibility requirements, and fees for such applications are explained above.

---

## Academic Freedom and Academic Responsibility

---

### Academic Freedom

Fairfield University endorses full academic freedom as an essential prerequisite to our quest for truth and its free exposition. We encourage students and faculty to engage in free discussion and inquiry. In addition, we recognize that academic freedom carries with it correlative academic responsibilities. Thus, in our pursuit of excellence and truth, we must also hold to standards of intellectual honesty and objectivity.

### Academic Honesty

Fairfield University's primary purpose is the pursuit of academic excellence. Teaching and learning must occur in an atmosphere of mutual trust and respect. Such trust and respect can be developed and maintained only if truth and honesty prevail in the academic community.

Moreover, it is the shared responsibility of all members of the University community to maintain this climate of honesty. Administrators, faculty, and students all benefit from the pursuit of academic excellence in an environment characterized by integrity, honesty, and mutual respect. Such community integrity is fundamental to, and an inherent part of, Jesuit education.

In keeping with this need for community integrity, students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University.

### *Acts of Dishonesty*

Students are sometimes unsure of what constitutes academic honesty. In all academic work, students are expected to submit materials that are their own. Examples of dishonest conduct include but are not limited to:

- cheating, i.e., copying examination answers from materials such as crib notes or another student's paper.
- collusion, i.e., working with another person or persons when independent work is prescribed.
- inappropriate use of notes.
- falsification or fabrication of an assigned project, data, results, or sources.
- giving, receiving, offering, or soliciting information in examinations.
- utilization of previously prepared materials in examinations, tests, or quizzes.
- destruction or alteration of the work of another student.
- the multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other students and submitted as one's own original work will be considered plagiarism.
- the unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper or examination in question, and may record an "F" for the course itself. When appropriate, expulsion may be recommended. Moreover, a notation of the event is made in the student's file in the Academic Dean's office. Any faculty member encountering an academic offense such as, but not limited to, those listed above will file a written report with his or her Dean, indicating reasons for believing the student has committed an academic offense, and indicating the proposed academic sanction. The student will receive a copy. (If the student is in a school other than that of the faculty member, a copy will be sent to the Dean of the student's school.) The student may, within 30 days following receipt of the faculty member's letter, request that the Dean investigate the allegations and meet with the party (parties) involved. The Dean will issue a written determination within two weeks of the meeting, with copies to the student(s) and to the professor. If the student requests an appeal to the Academic Vice-President, an Academic Dishonesty Advisory Committee will be convened.

## Attendance

*Class Attendance:* All students are expected to attend every scheduled class session. The impact of attendance on grading is specified in the syllabus. Unexcused absences by freshmen may be reported to the Dean of Freshmen; unexcused absences by other students may be reported to the appropriate academic dean.

*Absence from Examinations or Quizzes:* Unless there are serious reasons for absence on the day of an examination or quiz, a grade of zero will be awarded for the missed work. However, a student may be excused from an examination for reasons beyond his or her control. In such cases, a reason-able attempt should be made to notify the professor prior to the scheduled examination. At the request of the faculty member, a student who misses an examination due to illness must submit a written excuse from a private physician. If this student has been under the care of the University Health Services, he or she must sign a medical release form authorizing the Health Center to provide information to the appropriate faculty member. If the excuse is rejected by the faculty member, the student may appeal to his or her academic dean. Students should consult with the faculty member regarding the course makeup policy.

*Released Time:* A student participating in a university-sponsored event has the right to be excused without penalty or grade jeopardy from exams, student presen-

tations, attendance and other classroom events during that time, provided the student makes up the required work in the fashion mutually agreed upon by the professor and the student.

Students participating in such university-sponsored events will be allowed to make up any major exams, tests, or quizzes which they miss in a course, when they are involved in a scheduled event, provided that participating students, or the faculty moderator, inform all their professors in writing at the beginning of the semester, or as soon thereafter as possible, once scheduling is confirmed.

University sponsored events covered by this policy are defined as follows:

1. Athletics
  - a. all varsity sporting events; to include post-season tournaments
  - b. all club sporting events
2. Others
  - a. concerts, plays or other group performances where the absence of a member would detract from the overall performance.

Not included in this policy are departmental clubs.

## Academic Grievance

The purpose of procedures for review of academic grievances is to protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances which may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals.

Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.



"Remedies" would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually a semester) after the event which is the subject of the grievance.

#### *Informal Procedure*

Step one: The student attempts to resolve any academic grievance with the faculty member, Department Chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she/he advances to step two.

Step two: The student consults the Chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she/he advances to step three.

Step three: The student presents the grievance to the Dean of the involved school, bringing to this meeting documentation of steps one and two. If the Dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedure.

#### *Formal Procedure*

Step one: If the student still believes that the grievance remains unresolved following these informal procedures, she/he initiates the formal review procedure by making a written request for a formal hearing through the Dean to the Academic Vice President. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the Dean's opinion of the grievance.

Step two: The Academic Vice President determines whether the grievance merits further attention. If not, the student is so informed. If so, the Academic Vice President determines whether it is a procedural or competence appeal. If it relates to a procedural matter, she/he selects a Dean (other than the Dean of the involved school) to chair a Grievance Committee.

If it relates to an academic competence matter, the Academic Vice President requests from the Dean involved the name of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.

Step three: For procedural appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance.

For competence appeals, the Academic Vice President contacts the outside panel members and requests that they review the case in relation to its content validity.

Step four: The recommendation from either the Grievance Committee or the panel is forwarded to the Academic Vice President in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The Academic Vice President renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Academic Vice-President is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

## Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records which directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the Financial Aid Office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services. Information contained in student files is available to others using the guidelines below:

- a) Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
- b) Summary of behavioral records and copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.

- c) All other information excluding medical records is available to staff members of the university on a need-to-know basis; i.e., prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

### **Transcripts**

Application for transcripts should be addressed to the University Registrar's office and should state the name and address of the official to whom the transcript is to be mailed. In accordance with the general practice of colleges and universities, complete official transcripts are sent directly by the University, not transmitted by the applicant. Transcripts will not be processed during examination and registration periods. Requests for transcripts should be made one week in advance of the date they are needed.



---

# **THE CURRICULA**

---





# The Curricula

## Introduction

The various curricula at Fairfield University are arranged into five general categories. The first three categories — general education core curriculum, electives, and majors — represent course-work that all students are required to complete. The remaining categories — second majors and minors — designate optional coursework. In addition, special features such as an honors program, interdisciplinary learning communities or “clusters”, independent studies, internships, and academic support services are available to students.

## Choice of Curriculum

Descriptions of the various curricula will be found in the college and school sections and, where appropriate, under the discipline heading. For students who desire a curriculum involving an ordered sequence of courses (natural sciences, accounting, mathematics) the initial choice of program is important; for other students, freshman and sophomore courses provide a solid basis and background for any subsequent decision to major in such areas as economics, English, history, and languages.

The student fulfills the curriculum requirements that are in place at the time the student matriculates. Once new changes are in effect, students have the option of remaining with the requirements in effect at the time of their matriculation.

## University Course Numbering System

### *Undergraduate*

- 01- 99 Introductory courses
- 100-199 Intermediate courses without prerequisites
- 200-299 Intermediate courses with prerequisites
- 300-399 Advanced courses, normally limited to juniors and seniors and open to graduate students with permission

### *Graduate*

- 400-499 Graduate courses (open to undergraduate students with permission)
- 500-599 Graduate courses

## General Education Core Curriculum

The goal of a Fairfield education is to develop the whole person: an intellectual being who can think clearly, accurately, dispassionately; a social being who cares about others and takes one's place in the world with them; a physical being who knows the laws, limitations, and beauty of the natural world; a spiritual being who seeks to make one's life express the truths of religion and philosophy.

Because Fairfield believes that a liberal education can achieve this goal, the University has developed a general education core curriculum which all undergraduates must take to acquire a broad background in all academic areas. No matter what the student's major or field of specialization, during the years at Fairfield he or she will take from two to five courses in each of five areas.

Within the framework of these five areas, each student has a number of options so that fulfilling the requirement can become a stimulating and enjoyable experience while providing the breadth of knowledge necessary for further studies, and for life as a well-educated human being.

### Options within the Core Curriculum

#### *Area I: Mathematics and Natural Sciences*

- (1) 2 semesters of mathematics. At least one semester must include a course containing some calculus (MA 10, 19, 21, 25, or 171). A sophomore or upper division course may be used with approval of the department.
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences, as well as PY 261, fulfill this requirement.

NOTE: Psychology majors cannot use PY 261 to fulfill this core science requirement.

#### *Area II: History, and the Social and Behavioral Sciences*

- (1) 2 semesters of History. HI 30 plus one intermediate-level course. Also available as an option in this area is CL 115-116 (Greek and Roman Civilization).
- (2) 2 semesters of Economics, Politics, Psychology or Sociology/Anthropology. Both courses may be in the same department or they may be in two different departments. NOTE: Students majoring in one of these disciplines may not use courses in their major to fulfill this social/behavioral science requirement.



*Area III: Philosophy, Religious Studies,  
and Applied Ethics*

- (1) 2 semesters of philosophy. PH 10 is required.
- (2) 2 semesters of religious studies. RS 10 is required.
- (3) 1 additional course in philosophy, religious studies, or applied ethics.

*Area IV: English and Fine Arts*

- (1) 3 semesters of English. EN 11-12 are required. The third course may be selected from any of the English literature offerings which have a number designation of 200 or over. Writing courses (EN/W) do not fulfill the core literature requirement. Also available as options in this area are courses offering classical literature in translation. (See listings under Greek and Roman Studies.)
- (2) 2 semesters of fine arts. One semester must be in the area of art history, music history, theatre history, or film history. The second semester may be selected from the above areas or from studio art or applied music.

*Area V: Modern and Classical Languages*

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the Modern Languages and Literatures Department or the Greek and Roman Studies Program.

**NOTE 1:** Most core courses are taken during the first two years of study at Fairfield University. However, precisely when a student should take various core courses depends, in part, upon his/her major. The faculty advisor will assist the student in selecting a schedule that meets all core requirements. Normally, English 11 and 12, Mathematics, and Foreign Languages are included in the student's freshman year schedule.

**NOTE 2:** Students may elect to complete some of their core requirements by enrolling in Interdisciplinary Learning Communities or "Clusters" of core courses that are described on page 34.

## Electives

All students in B.A. programs must have a minimum of eight free electives; students in B.S. programs must have a minimum of four free electives, except in the School of Nursing where two are required. These electives may be chosen in any area of study, presuming prerequisites are met, and cannot be determined or required by any Department or School.

## Major

The major is central to the student's program of study at Fairfield University. It represents an area of specialization consisting of a cluster of related courses drawn from a single department, more than one department, or an interdisciplinary program. Normally, a student must pursue a minimum of thirty credit hours of coursework to complete a major.

The course requirements for each major offered by the College of Arts and Sciences are set forth within each departmental section of this catalogue. Likewise, the requirements for majors within the School of Business and the School of Nursing are found in those sections of this catalogue. In all cases, the selection of courses for a particular major must be done in consultation with a faculty advisor from one's major department or school. It is to be noted that in each college or school the proper work of the major is concentrated in the junior and senior years; where preparatory courses are needed, they are taken in the freshman and/or sophomore year.

Majors are to be selected at the end of the freshman year or during the sophomore year. Students declare majors by going to the office of the Dean of the appropriate college or school. When a major is declared, the student is assigned a faculty advisor from the major area.

To change from one major to another in one's school requires completion of a "change of major" form. The change of major form can be obtained from the office of the Dean of the student's current school. The form must be signed by the Chairperson/Coordinator of the major in which the student is currently enrolled, the Chairperson/Coordinator of the major which the student desires and the dean of the school. The form is then forwarded to the University Registrar.

## Diversity Requirement

All undergraduate students, beginning with the graduating class of 1999, are required to select one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will be designated by a special symbol in each semester's course schedule booklet. This requirement will not add credit hours or an extra course to a student's degree program, for a student will be able to select a designated diversity course from among core requirement courses, major courses, or electives.



## Second Major

A Student has the option of pursuing a second major at Fairfield University. The courses that constitute a second major must meet the stated requirements for a major program and must be approved by the department or interdisciplinary program in which the second major is located. Students declare second majors by completing a "double major" form that is available in the dean's office of their school.

## Minor

In addition to carrying a major, a student may exercise the option of selecting a minor outside the area of specialization. A minor is a cluster of thematically related courses drawn from one or more departments, usually in the range of 15 to 18 credits. Students electing a minor are still required to fulfill the core requirement. In addition to department-based minors, many interdisciplinary minors are also available at Fairfield: American Studies; Applied Ethics; Asian Studies; Black Studies; Communication; Environmental Studies; Faith, Peace, and Justice; International Studies; Latin American and Caribbean Studies; Russian and East European Studies; and Women's Studies. With appropriate consultation and advisement, students may develop minor programs suited to their needs.

Since the minor is considered to be a supplement to the student's major program of study, its completion in a given case may not have the same priority as that of a major. In order to select a minor, a student must fill out the appropriate form, and then have it approved by his/her School or Department and placed on file with the University Registrar. The completion of the minor is subject to the availability of the courses selected.

## Honors Program

The overall objective of the Honors Program is to engage talented students in a challenging program of study through a carefully-crafted series of courses and seminars. The emphasis is on seminars and the intention is that the Program complements students' studies in both core and major, without having a negative impact upon their freedom to pursue minors or elective courses. The following particular aims can be identified. The Program wishes to lead the students:

1. to become generally culturally literate, that is, to study some at least of the "great ideas" of the Western cultural and intellectual tradition in the Humanities, the Arts, the social and natural sciences;
2. to be familiar with the challenges to the idea of "the Western tradition," from certain groups within Western culture, particularly from racial minorities and from feminist theory;
3. to develop a sensitivity to and acquaintance with cultures other than their own;
4. to learn to make connections between disciplines, and to ask the larger questions which transcend any single discipline;
5. to bring the Honors experience to bear upon the field of their chosen major at a high level of accomplishment through the completion of an independent project appropriate to the particular discipline.

Entering Honors students are selected from among incoming freshmen invited to apply, and through a competitive selection process for those about to begin sophomore year. The Honors Program consists of approximately 30-35 students per class, or about 5% of the student body.

In the first year, Honors students are required to take a two-semester course and an accompanying two-semester seminar on "The Western Tradition." The course focuses particularly on the evolution of philosophy, society, science and the arts. The seminar is an intensive examination of primary sources selected from this tradition.

In the first semester of the second year, Honors students participate in a course or seminar which requires them to attend to the challenges to this Western tradition which have arisen from within the culture itself, principally those of racial minorities and of feminist cultural theory. The second semester is devoted entirely to the study of one non-Western culture, through a seminar or course led by a specialist in that culture.

The program continues in the third year with a two-semester seminar, during which students will write a substantial paper as part of the credit for the seminar. The seminar will be thematic, deliberately interdisciplinary and cross-cultural. The chosen themes for the first three years in which this will be offered are "Chaos" (1994-95), "Genius and the Creative Process" (1995-96) and "The Idea of Progress and Its Critics" (1996-97).

The fourth year of the program is optional *at the discretion of the student's major department*. Where instituted, it requires Honors students to complete a substantial piece of work within their chosen major. This portion of the program will be administered through the respective departments and curriculum areas. It is possible to disperse students from this section of the program who have, for example, begun the program as sophomores or have been abroad for junior year and unable to complete the third year of the program.

Throughout the entire program, Honors students are also expected to participate in a series of lectures, discussions and cultural events. While no extra credit will be given for these, participation in these is accounted an integral part of the Program. An overall average grade of B+ or higher in Honors courses is required for successful completion of the program, and for the Honors designation to appear on the student's transcript.

### Clusters: Interdisciplinary Learning Communities Across the Core Curriculum

Beginning fall semester 1995, Fairfield University will launch a major initiative designed to build interdisciplinary linkages between core courses selected from the natural sciences, social sciences, and humanities/fine arts. The connections will be made through the creation of interdisciplinary learning communities or "clusters" comprised of two or three core courses united by a common focus or theme.

During a given semester a group of 30 students will enroll in the two or three designated courses that constitute a cluster. Their professors will orchestrate course material so that students will compare and synthesize the perspectives and methodologies of different academic disciplines. Students and faculty members of a cluster team will also participate in activities outside of the classroom, including field trips.

This curriculum initiative has been funded by a major grant given to Fairfield University by the National Endowment for the Humanities, the National Science Foundation, and the U.S. Department of Education. Fairfield University is one of just 14 colleges and universities in the nation to have been awarded this grant in 1994. Over the next three years the university will create several "clusters," including those which focus on the integrating themes listed below. The disciplinary perspectives combined in each particular cluster are identified in parentheses next to the integrating theme:

The Family (*psychology, theatre, and biology/nursing*)  
 Perspectives on Music (*music and physics*)  
 War and Peace (*history, politics, and physics*)  
 Energy and the Environment (*physics, economics, and applied ethics*)  
 The Latin American Rainforest (*history, biology, and Latin American Studies/Spanish*)  
 The Achievements of Ancient Greece (*art history and physics*)

Race and Ethnicity in America (*English, history, and sociology*)  
 Exploring the Boundaries of the World and Universe (*history, math, and physics/astronomy*)  
 Ecology and Environmental Issues (*chemistry, applied ethics, and business*)  
 The Caribbean Environment. (*biology, economics/politics, and Latin American Studies/Spanish*)  
 Empire and Economic Policy (*history and economics*)  
 Perspective in Art (*art history and math*)

### Independent Studies

The Independent Study option is available in most departments to students who wish to examine a subject in depth for which no course is available. Such guided studies are designed and pursued by students under the tutelage of a faculty member. This option is restricted to students in their junior and/or senior years of study.

Students should apply to the professor under whose direction they wish to study no later than the normal registration period of the preceding semester. The "Independent Study Application Form," available from the office of the college Dean, must be completed and filed with the Registrar before the project may begin.

For projects of less than a semester's equivalent course work, one or two credit hours may be assigned. For projects of a semester's equivalent course work, three credit hours, or, with a laboratory component, four credit hours may be assigned.

If a student undertakes more than one independent study project during his or her college career, the total credit hours for all projects may not exceed 9 credit hours towards the undergraduate degree.

### Student Internships

Students at Fairfield University have an opportunity to earn academic credit and gain practical on-site work experience by pursuing internships in their major fields of study. Through placements in appropriate businesses, corporations, laboratories, law firms, government offices and agencies, nonprofit organizations, etc. students apply and test principles and theories that they have acquired in their coursework. A typical internship carrying 3 semester credits sees a student working 12-15 hours per week on-site. Internships are coordinated by Fairfield University faculty and on-site supervisors. Through such experiences students can

both enhance their learning and explore potential careers. Upon graduation, students are frequently offered positions with corporations and agencies sponsoring their internships.

To be eligible for an internship, a student must be in good academic standing and must meet all prerequisites prescribed by the major department (e.g. QPA, prior coursework). To register for an internship, a student must obtain prior approval from the faculty member who coordinates the internship program in his/her major department.

A maximum of six academic credits can be earned for internship experience. An internship will not substitute for any other stated course(s) in the student's major field. Further information about specific internship opportunities can be obtained from the departmental chair or the internship coordinator of the specific department.

### Academic Support Services

Fairfield University offers its students a number of services designed to assist them with their studies. The Office of Student Academic Support Services, located in Dolan Hall, arranges for tutors to work with students in specific courses or disciplines.

### The Writing Center

The Writing Center provides individualized advice and assistance to all students for any writing project. English department faculty members consult with students and provide free workshops. The Center helps students with course papers; case, field and lab studies; creative writing, professional and graduate school essays; resumes and any other writing students may pursue. Appointments are available days and evenings when classes are in session. The Writing Center is located in Donnarumma Hall.

### Charles E. Culpeper Language Resource Center

The Language Resource Center, located on the second floor of Canisius Hall, supports the multimedia language/culture needs of students, faculty, and staff, especially those engaged in the study and teaching of modern languages and literatures. The 25 station facility networks IBM-compatible Pentium and Apple Macintosh PowerMac computers equipped with videodisc players. It supplies networked CD-ROM drives through the fiber optic system. Interactive multilingual word processors, homework tutors, cultural simulations, adventure games, "soap operas," digital audio/video project authoring systems, and international television, as well as electronic mail programs for text or World Wide Web access are some of the dominant materials students and faculty currently use in the resource center.

### The Computer Facilities

The computer facilities at Fairfield University provide state-of-the-art access to personal computer laboratories, minicomputers, and the library collection which includes databases, bibliographies, and the card catalog. The University is connected to Internet which provides access to bulletin boards, e-mail, databases, and library collections across the world. Computer access is facilitated by the high-speed fiber optic cabling with a transmission speed capability of up to 10 megabits per second. Classrooms, faculty offices, dormitory rooms, and administrative offices all are wired with the fiber optic cable. Academic computing is supported by a VAX 6430 with a VMS operating system, an AIX with a UNIX operating system, a VAX 5100 Ultrex with a UNIX operating system, and a DEC Alpha for faculty research. The Nyselius Library is supported by a VAX 4000 with a VMS operating system and administrative computing is supported by an IBM RISC 6000 Model 980.

The University has eight personal computer laboratories with a variety of hardware and software for the DOS, Windows and Macintosh environments. These labs are used for classroom instruction and walk-in service. The labs are open nearly 18 hours every day and are staffed with lab assistants for software and hardware consultations.





---

# **COLLEGE OF ARTS AND SCIENCES**

---

*Opposite Page: Dr. Orin L. Grossman, dean of the College of Arts and Sciences*

# College of Arts and Sciences

**Dean:** Orin L. Grossman

**Associate Dean:** Beverly L. Kahn

**Associate Dean:** Laurence A. Miners

**Assistant Dean:** M. Debnam Chappell

## Degrees Offered

The College of Arts and Sciences, Fairfield's oldest and largest college, offers two degree programs: Bachelor of Arts and Bachelor of Science.

### Bachelor of Arts

*The Bachelor of Arts* is a liberal arts degree with emphasis in the arts, humanities, or social sciences.

Major concentrations in the B.A. degree program include American studies, communication, economics, English, fine arts, history, international studies, modern languages and literatures (French, German, Spanish), philosophy, politics, psychology, religious studies, and sociology/anthropology.

Students who have studied Latin in high school and who wish to continue their classical studies through two years of college may earn a *Bachelor of Arts with Classics* degree, even though they do not intend a classics major.

### Bachelor of Science

The Bachelor of Science is a liberal arts degree with an emphasis in the sciences.

Major concentrations in the B.S. degree program include biology, chemistry, computer science, engineering, mathematics, physics, and psychology. The four-year programs for the B.S. degree are shown under the appropriate departmental listings which follow.

## Pre-Professional, Interdisciplinary, and Specialized Programs in the College of Arts and Sciences

In addition to the traditional major concentrations, the College of Arts and Sciences offers specialized programs and academic services. A partial list follows:

### Pre-Professional Programs in the Health Sciences:

Fairfield offers a challenging, competitive, and highly successful premedical/ predental program. Students in this program pursue studies in a field or major of their personal interest while taking those courses necessary for admission to medical, osteopathic, dental, veterinary, or optometry school. The program is supervised by the Health Sciences Committee, an interdisciplinary group of faculty who serve as special advisors to these students.

All students who are considering the health professions as a career should identify themselves and meet with the pre-med advisor as early as possible. A great deal of careful planning must be done in order to prepare a strong application for advanced study.

Students who apply to health professions schools need to have a core knowledge of science. This core can be taken within a science major or added to a nonscience major. Many pre-med students elect to pursue a degree in biology which provides well beyond the minimum requirements recommended by the Association of American Medical Colleges for admission to medical school. However, students should also recognize that other majors – both in the natural sciences and in nonscience fields – are acceptable alternatives as long as the major is supplemented by a combination of courses that represent a pre-medicine concentration. The best preparation for medicine and a number of other health professions usually includes early completion of the following basic course sequences:

Math 21/22  
Biology 91/92  
Chemistry 11/12 and 211/212  
Physics 83/84

The choice and sequence of courses depend on the student's personal and academic priorities; these should be discussed with the pre-med advisor and other academic advisors.



A formal pre-dental plan has been developed in cooperation with New York University. Selected students may earn both the Fairfield Bachelor of Science and a New York University doctorate in dental medicine on the completion of a seven-year program. The first three years are spent at Fairfield and the final four at New York University.

**Pre-Law Program:** Fairfield's pre-law program has been consistently successful over the past decade. No particular major is recommended for law school candidates. The pre-law student should elect courses which examine the social, economic, and political systems of which the law is a part. He or she should also select courses that help the student develop competencies to write clearly, speak precisely, reason logically, think critically, and read analytically. Finally, the student might wish to pursue coursework that examines law from the perspectives of disciplines such as philosophy, psychology, and business. The program is closely supervised by faculty who serve as special advisors to pre-law students.

**Education:** Students who plan to teach in secondary schools will major in the discipline that they plan to teach and take the required education courses to qualify for certification as high school teachers.

**Cooperative Program in Engineering:** In cooperation with the University of Connecticut, Rensselaer Polytechnic Institute, and Columbia University, Fairfield University provides a five-year engineering program that emphasizes both a liberal education and professional preparation. A student in this program interrelates the course sequences with three engineering courses in three years at Fairfield and completes the program with specialized engineering courses at the University of Connecticut, Rensselaer Polytechnic Institute, or Columbia University. The program yields the Bachelor of Arts and Bachelor of Science in Engineering degrees. Although not part of the College of Arts and Sciences, Fairfield University does offer a BS degree in Engineering through its BEI Evening School of Engineering. Specializations are available in electrical, mechanical, information systems, and manufacturing engineering.

**Interdisciplinary Programs:** The Fairfield curriculum includes a number of majors and minors that are interdisciplinary in nature. Such programs permit students to combine coursework from more than one academic department, thereby examining a broad subject from a multiplicity of disciplinary perspectives. There are three

interdisciplinary majors currently available to students in the College of Arts and Sciences:

- American Studies
- Communication
- International Studies

In addition, the College offers the following interdisciplinary minors:

- American Studies
- Applied Ethics
- Asian Studies
- Black Studies
- Communication
- Environmental Studies
- Faith, Peace, and Justice
- International Studies
- Latin American and Caribbean Studies
- Russian and East European Studies
- Women's Studies

Descriptions of these interdisciplinary major and minor programs are found, in alphabetical order, among the departmental requirements that follow.

**Inter-Institutional Courses:** Under a reciprocal agreement, full-time students at the Fairfield University and Sacred Heart University may take certain courses at either institution without payment of any additional fees other than those paid the matriculating institution, providing:

1. The course is not currently offered by Fairfield University.
2. It is on an approved list indicating its availability to Fairfield University students.
3. The student has prior permission from his or her Dean to take the course.
4. Tuition commitments have been met in full at Fairfield University.
5. Students observe all regulations of the host institution.

**Study Abroad:** Qualified students are permitted to study abroad in a number of different countries. Fairfield University runs its own program in Florence, Italy, at the Lorenzo de'Medici Institute. Fairfield also has formal affiliation with programs in Rome, Italy; Russia; Japan; and England. Through the International Student Exchange Program (ISEP) Fairfield students are placed in universities in over fifty nations around the world. Furthermore, study is possible in a variety of approved programs conducted by other American Universities. The Office of the Dean of Arts and Sciences maintains

a resource library with current information about overseas programs at other universities and will assist students in finding a program that meets their needs. Study Abroad is usually undertaken for either a semester or full year during the junior year. Approval of one's academic Dean is required. Students must have a Q.P.A. of 2.8 or above at the time of application, and must complete the Educational Leave of Absence Form before May 1 for the fall semester or November 15 for the spring semester. See section in this catalogue on educational leaves of absence.

**Internships:** Internships provide the opportunity for practical experience in a career field related to a student's major. Most departments of the College of Arts and Sciences offer credit for internships in appropriate agencies and business firms. Majors who wish to take advantage of these opportunities should consult their department Chair or departmental internship coordinator.

**Minors:** In addition to the major, a number of departments and Interdisciplinary Programs in the college offer optional minor concentrations. These concentrations are developed under faculty supervision within the context of departmental requirements and offerings. For further information, contact the department Chair or Program Director.

**Honors Program:** The College of Arts and Sciences participates in the University Honors Program (described earlier under Curricula). The Program admits students at the beginning of freshman year and at the beginning of sophomore year, to a challenging series of seminars and courses (normally 27 credits) devoted to intellectual history, interdisciplinary studies and advanced work in the student's major field. Successful completion of the Honors Program is recorded on the graduating student's transcript.

**Double Majors:** Students enrolled in the College of Arts and Sciences, and maintaining a satisfactory academic average, may elect to pursue a double major. A specific program of study must be proposed prior to the conclusion of the sophomore year. The proposed program must satisfy the requirements of both majors as well as all core

requirements. Written approval must be obtained from the Chairs of the departments in question and from the Dean. Upon successful completion of the proposed course of study, a double major will be indicated on the student's transcript.

## Departmental Requirements and Options

Each department or program in the College of Arts and Sciences has specific academic requirements and options for earning a degree in its academic field. Those requirements and options are found in the departmental and program sections that are presented in alphabetical order on subsequent pages of this catalogue.



---

## Program in American Studies

---

**Director:** O'Connor

**Departmental Coordinators:** Anderson (*Sociology*), Benney (*Religious Studies*), P. Eliasoph (*Fine Arts*), McFadden (*History*), N. Rinaldi (*English*)

The American Studies program provides the student with an interdisciplinary curriculum devoted to the examination of American civilization – its culture, institutions, intellectual tradition, and the relationships of its people. Such a course of study makes possible a unified and comprehensive approach to American life and thought. Besides the thematic unity implicit in such a course of studies, the student will be exposed to the methodological differences which characterize the traditional scholarly disciplines as they deal with the infinite complexities of the American experience.

Requirements for a 30-credit major in American Studies are:

12 credits in discipline concentration. The student may concentrate in one of the following: fine arts, history, literature, political science, or sociology.

12 credits to be selected from American-oriented courses in disciplines other than the discipline concentration. The student must select at least three different disciplines.

3 credits. Research/Theme Course. Senior year.

3 credits. American Intellectual Tradition. Senior year.

A minor in American Studies requires a total of 18 credits distributed as follows:

1. The American Intellectual Tradition. Required 3 credit course.
2. Three American Studies elective courses in one of the following disciplines: American Literature, Fine Arts, History, Politics, or Sociology.
3. Two American Studies elective courses outside of concentration.

## Courses Available for the American Studies Major

### American Studies

- AS 102 Literature and Painting:  
The American Tradition
- AS 127 America in Film
- AS 130 Artist in America
- AS 189 Literature and Religion:  
The American Experience
- AS 201 The American Intellectual Tradition
- AS 300 Independent Research Project
- AS 361 The American Civil War:  
Myth and Reality
- AS 383 America in the 1930's:  
A Decade of Change

### Fine Arts

- FA 104 American Drama
- FA 132 The American Film
- FA 149 American Architecture
- FA 152 American Art:  
Colonial/Early Republic
- FA 153 American Art:  
19th and 20th Centuries
- FA 186 Popular Music in America
- FA 187 American Music

### History

- HI 232 From Jefferson to the Civil War
- HI 238 The Emergence of Urban-  
Industrial America, 1860-1900
- HI 239 Twentieth-Century America
- HI 243 American Constitution I
- HI 244 American Constitution II
- HI 250 U.S. Foreign Relations, 1776-1914
- HI 251 U.S. Foreign Relations since 1914
- HI 252 The Pursuit of Happiness
- HI 253 Colonial America, 1584-1763
- HI 258 Working People: 19th Century America
- HI 259 Working People: 20th Century America
- HI 260 The Indian in American History
- HI 331 Era of the American Revolution
- HI 340 Reconsidering the New Deal Order
- HI 342 Immigration & Ethnicity in U.S. History
- HI 348 Social Movements in  
American Political History
- HI 354 American Military History
- HI 355 The U.S. in World War II
- HI 356 History of the Cold War
- HI 362 The Frontier



**Literature**

- EN 371 African-American Women's Writing
- EN 380 Colonial American Literature
- EN 381 American Romanticism
- EN 382 American Literature, 1865-1920
- EN 383 American Literature, 1920-1950
- EN 384 American Literature, 1950- Present
- EN 385 The Frontier in American Literature
- EN 386 American Indian Literature
- EN 387 American Novel
- EN 389 Literature and Religion:  
The American Experience
- EN 391 Myth in American Literature

**Philosophy**

- PH 283 Ethical Theories in America
- PH 294 American Philosophy

**Political Science**

- PO 116 Utopian Politics
- PO 118 American Political Thought
- PO 119 Introduction to Feminist Thought
- PO 133 U.S. Foreign Policy
- PO 146 Vietnam and the American Experience
- PO 150 Urban Politics
- PO 161 The American Presidency
- PO 162 U.S. Congress
- PO 163 Supreme Court I
- PO 164 Supreme Court II
- PO 165 Political Parties, Interest Groups,  
and Public Opinion
- PO 166 Private Power and Public Policy
- PO 167 Media and Politics
- PO 168 Politics and Mass Popular Culture

**Religious Studies**

- RS 138 American Catholic Theologians
- RS 193 Religious Freedom and the  
Supreme Court
- RS 220 Non-Traditional American Churches
- RS 221 Non-Traditional American  
Religious Groups

**Sociology**

- SO 112 American Society
- SO 151 Sociology of Religion
- SO 153 Business and Society
- SO 154 Sociology of Sport
- SO 161 American Class Structure
- SO 162 Race and Ethnic Relations
- SO 163 Urban/Suburban Sociology
- SO 169 Women: Work and Sport
- SO 171 Criminology
- SO 175 Sociology of Law

Note: Course descriptions for the above may be found in the departmental course listings.

**AS 102 Literature and Painting:  
The American Tradition**

This team-taught course explores the symbiotic relationship of writers and painters throughout American cultural history. The course surveys the major art movements from colonial through post-modern to investigate how the matter and style of artists frequently converge in different forms of literature and painting. *3 semester hours*

**AS 127 America in Film**

This course provides a critical examination of important American films with the intention of exploring the impact of film as a myth-making medium. Some of the topics to be analyzed include: history in film, sexual role playing, social class and institutions, and the religio-ethical assumptions implicit in American films. *3 semester hours*

**AS 130 Artist in America**

This team-taught course will survey the relationship between various artistic forms in the American experience. The methodology will be interdisciplinary in the examination of the social and cultural milieu which has shaped the artist and his or her themes. Some of the specific subjects to be covered include: "The Tension Between Popular and 'Serious' Music", "Literature and Painting," "The Role of Cultural Dictators," "Jazz: A Native Art Form," "The Poet in a Mass Society," and "Film: A Collaborative and Popular Art." *3 semester hours*

**AS 189 Literature and Religion:  
The American Experience**

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religio-ethical matters as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions. *3 semester hours*

**AS 201 The American Intellectual Tradition**

This course is a seminar on major ideas and themes which have helped shape American life. A conscious effort is made to demonstrate the interaction between intellectual, social, and cultural dynamics in the formation of America. *3 semester hours*

**AS 300 Independent Research Project**

During senior year, each American Studies major writes a research paper under the supervision of several participating faculty members. Students are encouraged to integrate different intellectual disciplines in the design and realization of their project. *3 semester hours*

**AS 361 The American Civil War: Myth and Reality**

This course is designed to expose the student to an interdisciplinary method of learning. While using standard historical texts to establish the facts regarding the American Civil War, this course explores the sometimes confusing and contradictory versions of the Civil War as depicted in literature, photography, feature films, documentary films, and other modes of expression. *3 semester hours*

**AS 383 America in the 1930's: A Decade of Change**

The Great Depression was the catalytic agent in the extraordinary transformation of America in the 1930's. During this decade, the changes occurring in the economic and political sectors provided the matter for American cultural life. By viewing feature films and documentaries, reading popular and serious fiction, surveying the American theater of the time, listening to the popular music, viewing the public and private art, reading the mass circulation and little magazines, the student will become acquainted with the complexities of this pivotal period in American life while being introduced to an interdisciplinary methodology. *3 semester hours*




---

 Program in  
**Applied Ethics**


---

**Director:** L. Newton

**Liaison Faculty:** Carr, Cassidy, Dillingham, A. Katz, L. Katz, Lakeland, L. Newton, V. Newton, Obrig, Orman, T. Regan, Ross, Ryba, Schmidt, Shiras, Webber

The Program in Applied Ethics is an integrated set of interdisciplinary courses, seminars, lectures, colloquia, and workshops in the fields of business ethics, ethics of health care, science, law, government, engineering and communications. The program in Environmental Studies fields one course and one seminar in environmental ethics. The unified approach to the theory and practice of ethical conduct is designed to raise the student's level of awareness of the moral dilemmas of his or her chosen field of practice, of allied fields, and of the society as a whole. The program, which received its initial impetus from a grant from the National Endowment for the Humanities, now offers a series of core-level and elective courses and seminars, and a 15-credit minor.

Requirements for a minor in applied ethics:

1. Core credits in Area III should include a philosophy course that emphasizes ethics, a religious studies course that emphasizes moral theology, and one intermediate level (200) course in applied ethics.
2. Beyond the core, courses should include:
  - a. 6-9 credits in intermediate AE courses (AE 281 through AE 296)
  - b. 6-9 credits in advanced AE seminars (AE 391 through AE 398)
3. Substitutions are possible as approved by the Program Director.

*Prerequisites for the Applied Ethics curriculum offering:*

AE courses are normally taken to fulfill the fifth core requirement in Area III, Philosophy, Religious Studies and Applied Ethics. One course in Philosophy and one course in Religious Studies must have been completed for enrollment in any AE 200 course; two courses in each must have been completed for enrollment in any AE 300 seminar.

### **AE 281 Ethics of Communications in Business and the Media**

An inquiry into the moral dilemmas of media management and corporate communication. Topics include advertising and marketing practices, especially political advocacy and messages targeted to vulnerable audiences, truth and loyalty in public relations practices, the philosophical and constitutional bases of freedom of the press, and problems of systematic media bias.

*3 semester hours*

### **AE 282 Ethics and the Computer**

An inquiry into the legal and ethical dilemmas spawned by the proliferation of computers and computer-dependent technology in our society. Topics include the right of privacy, the centralization of power, the impact on employment, computer crime, patents, property and liability, realities of interaction between human and machine, and the possibilities of artificial intelligence.

*3 semester hours*

### **AE 284 Environmental Ethics**

A survey of the current problems in reconciling the demands of economic activity and the requirements of ecological balance. Issues considered include: the wise use of resources, pollution of land, air, and water, conservation of species and open space, and global climatic change.

*3 semester hours*

### **AE 285 Ethics of Health Care**

An inquiry into the moral dilemmas of the health care setting. Among the topics considered are patients' rights (paternalism; informed consent to therapy and participation in research); dilemmas of life and death (euthanasia, abortion, care for the dying); allocation of health-care resources; special dilemmas of health-care professionals.

*3 semester hours*

### **AE 286 Ethics of Research and Technology**

An exploration of the moral dilemmas that attend the search for application of scientific knowledge. Topics considered will include the methods of science and their limits (e.g., in research with human subjects), data-faking and other fraud, the effects of rapidly expanding fields of technology on medicine and industry, environmental impact and ecological boundaries.

*3 semester hours*

### **AE 290 Ethics in America: The Telecourse**

A survey of ethics in which televised discussions of selected topics in Applied Ethics (Ethics in Government, Ethics in the Military, Medical Ethics, Business Ethics, etc.) are instrumental in illustrating the basic concepts of the Western tradition in ethical reasoning (Autonomy, Justice, Privacy, Community, etc.). The discussions feature influential public figures in each field; readings include many of the most important writings in the history of ethics. Format: lecture-discussion, with video presentations offered via VHS in class.

*3 semester hours*

### **AE 291 Business Ethics**

An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics: obligations to employees and other stakeholders; truth in advertising, whistle-blowing and company loyalty; regulation, self and government; the logic and future of capitalism.

*3 semester hours*

### **AE 293 Ethics of War and Peace**

A survey of ethical issues that attend policymaking in the area of international conflict and national preparedness. Special emphasis is placed on the dilemmas confronting the defense industry when defense policy is controversial and procurement policy is subject to public criticism. Topics include Just War theory, the morality of deterrence, the place of private enterprise in public defense, *Pacem in Terris*, and the professional ethic of the soldier.

*3 semester hours*

### **AE 294 Ethics in Media and Politics**

An explanation of the ethical dimensions of the complex relationship between the media and the political process. Topics include the social structuring of reality, the creation and projection of political images, the law of libel vs. the duty to expose wrongdoing, media events and media intervention, media bias and economic pressures for conventional judgment.

*3 semester hours*

### **AE 295 Ethics in Law and Society**

An inquiry into the ethical dilemmas of making, enforcing, adjudicating, obeying, and practicing the law. Topics include the nature of law and the province of jurisprudence, legal and moral responsibility, conscientious objection, socialization of lawyers, comparative law, and the limits of adjudication.

*3 semester hours*

### **AE 296 Ethics in Government**

An investigation of the moral dilemmas pertaining to governing and being governed. Topics include corruption in government, official secrecy and presidential deception, lawbreaking by lawmakers; war, peace, revolution, and the moral principles that govern them; terrorism; and preservation of environment and regulation of industry.

*3 semester hours*

### **AE 297 Ecofeminism**

This course explores the historically strong association between women and nature, in which the image of Mother Earth is central, and critiques the power-as-domination assumption of our culture shown in the exploitation of women and of the earth itself. Religious, psychological, social, historical and scientific manifestations of this assumption will be examined, along with alternate models of power and responsibility. Prerequisites: PH 10 and RS 10.

*3 semester hours*



**AE 298 Ethics and Feminist Perspectives**

This course is a philosophical inquiry into the ethical implications of social institutions from perspectives developed in contemporary feminist literature. The course will explore the psychological and ethical dimensions of social and family oppression, environmental racism, medical paternalism, economic imperialism and patriarchal structures in the major religious traditions. *3 semester hours*

**AE 384 Seminar on the Environment**

An inquiry into current issues of the environment – development vs. preservation, pollution of land, air and water, use and abuse of resources – from the varied perspectives of those who must deal with them on a day to day basis: corporate environmental officers, municipal environmental protection officers, officers of major conservation organizations, lawyers and contractors. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**AE 391 Seminar in Business Ethics**

An investigation of ethical dilemmas of business management, primarily as encountered in real cases. Themes vary from year to year, and have included corporate excellence; relations with the Third World; communication, advertising and public image; balancing economics and the environment. Format: guest presentations by members of the business community, discussion. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**AE 393 Seminar in War, Peace, and Public Policy**

An inquiry into the philosophical, political, and religious aspects of war and peace. Topics include the origin and development of just war theory, the pacifist tradition, and military preparedness. The focus will be on the increased complexity of the issues in the 20th century and especially in the nuclear age. Discussion format. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**AE 395 Seminar in Legal Ethics**

An investigation of the peculiar ethical dilemmas confronting lawyers: confidentiality, protection of the guilty, roles in public policy, conflict of interest, and, in general, responsibility for the functioning of the adversary system. Format: discussion. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**AE 396 Seminar in Ethics and Government**

An inquiry into the dilemmas of lawmaking and governing: principles, tradeoffs and compromises; dirty hands and the relation between government and the individual; international politics, presidential secrecy, covert action, and political trust. Format: discussion. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**AE 397 Seminar in Bioethics: Life and Death**

An intensive study of selected problems in the ethics of medicine and health care practice, including abortion, euthanasia, pre-natal diagnosis, reproductive engineering and surrogate motherhood, and treatment decisions for very ill newborns. Format: student and guest presentations. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**AE 398 Seminar in Bioethics: Professional Responsibility**

An intensive study of selected problems in the ethics, law, and public policy surrounding health care, especially in the United States. Topics include research with human subjects, the professional-patient relationship, allocation of scarce resources and cost containment. Format: student and guest presentations. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**AE 399 Special Topics in Applied Ethics**

A program of course, field and library work, arranged with the instructor. Proposals for special topics must be approved by the Director and the Dean of Arts and Sciences. *3 semester hours*



## Art

(See Fine Arts)

---

 Program in  
**Asian Studies**


---

**Director:** R. Davidson (*Religious Studies*)**Liaison Faculty:** DeAngelis (*History*), A. Katz (*Politics*), Rajan (*English*), Tong (*Philosophy*)

The Asian Studies program focuses on a region that is home to half of the world's population but that nevertheless remains mysterious, exotic, and, above all, "inscrutable" to most people. The importance of Asia in the world political and economic system, and particularly its growing impact on the United States, demand a firm understanding of the history, cultures, politics, and economics of the Asian countries. No student, regardless of his or her chosen major or profession, will be unaffected by past, present, and future events and developments in Asia.

Combined with a major in a regular discipline, the Asian Studies minor prepares the student for a career in international business or banking, journalism, teaching, the United States government, or in international organizations, or for further studies in graduate or professional school.

A minor in Asian Studies requires a total of 15 credits distributed as follows:

1. AN 310: Asian Studies Seminar  
or AN 301: Independent Study if the seminar is not offered.
2. One course in Philosophy or Religious Studies and one course in Economics, History, or Politics, both to be selected from the course offerings listed below.
3. Any two other courses listed below.

No course may be used to fulfill the requirements of both the student's major and the Asian Studies minor.

**Courses Available for the  
 Asian Studies Minor**
**Asian Studies**

- AN 301 Independent Study  
 AN 310 Asian Studies Seminar

**Economics**

- EC 298 Independent Study\*

**History**

- HI 282 Social and Cultural History of  
China and Japan  
 HI 283 Modern China and Japan  
 HI 363 China in Revolution  
 HI 364 Tradition, Nationalism, and  
Communism in Southeast Asia  
 HI 399 Independent Study\*

**Philosophy**

- PH 233 Introduction to Oriental Philosophy  
 PH 298 Senior Essay\*

**Politics**

- PO 145 The Major Powers of Asia  
 PO 146 Vietnam and the American Experience  
 PO 246 Seminar on China  
 PO 298 Senior Independent Research\*

**Religious Studies**

- RS 187 Hinduism  
 RS 188 Buddhism  
 RS 191 Religions of China and Japan  
 RS 192 North Pacific Tribal Religion  
 RS 260 Religious Studies Seminar: Gandhi  
 RS 301 Independent Study\*

**AN 301 Independent Study**

This program is defined by the student in consultation with a director from the Asian Studies faculty. 3 semester hours

**AN 310 Asian Studies Seminar**

This seminar examines selected topics concerning Asian cultures, with a focus on the nineteenth and twentieth centuries along the Asian Pacific rim. Both theoretical and historical issues will be of primary concern. The seminar's focus will be on a specific topic within the arts and sciences. Enrollment in the seminar is by permission of the professor.

3 semester hours

*\*May be taken with the approval of the appropriate department and in consultation with the Asian Studies Program faculty. No student may satisfy the requirements of the minor by taking more than one independent study course.*

---

## Department of Biology

---

**Professors:** Braun (*Chair*), Brousseau, Poincelot, Rice, Ross

**Assistant Professors:** Barone, Chambers, Hodgkinson

**Instructors:** Blake, Choly, Zavras

### The Major

The Biology major prepares students for future professional work in the life and health sciences. During the first two years of the program, the Department requires General Biology I and II (BI 91, BI 92), Genetics (BI 221), Ecology (BI 260) and two semesters each of inorganic chemistry, organic chemistry, general physics, and calculus. During the last two years, a minimum of four additional courses within the department are required. These are to be selected from four blocks of courses, which represent basic areas of biology. One elective from each of the following blocks is required.

*Molecular Biology:* Microbiology (BI 252), Molecular Biology: The Nucleus (BI 254), Immunology (BI 256), Laboratory in Molecular Biology (BI 258), General Virology (BI 357).

*Morphological & Developmental Biology:* Comparative Anatomy (BI 202), Histology (BI 231), Parasitology (BI 240), Developmental Biology (BI 242).

*Organismal Biology:* Marine Invertebrate Zoology (BI 262), Coral Reef Ecology (BI 263), Entomology (BI 265), Animal Behavior (BI 267), Plant Biology: Evolution, Diversity, and Use (BI 268), Plant Biology: Structure, Development, and Environment (BI 269).

*Physiological Biology:* Cell Physiology (BI 211), Mammalian Physiology (BI 212), Endocrinology (BI 213), Nutrition and Metabolism (BI 217).

The choice of block electives will vary according to the student's career objective and interest. Choices should be made after consultation with appropriate advisors within the Department. This would complete the Department's minimal requirement for the B.S. degree and be sufficient to produce a professional biologist. The student has four electives beyond this point, which can be additional block electives and/or advanced electives within the Department, or electives





outside the Department. The elective portion of the program is, therefore, subject to individual modification based on the student's career interest and faculty consultation. Thus, students interested in molecular biology may take an advanced course in molecular biology; or those interested in medical or dental schools may enroll in physical and quantitative inorganic analysis as part of a chemistry minor; or students interested in neurobiology may pursue a double major in biology and psychology. Similar arrangements can be made for those interested in forensic or environmental law, biomathematics, biophysics, and other areas.

The research interests of the faculty provide the opportunity for qualified seniors to participate in either laboratory or library investigations under the guidance of a professor in the student's chosen area of interest. Internships at off-campus institutions can also be arranged for qualified juniors and seniors. Thus, emphasis on the individual is found not only in the elective program but also in independent study.

The biology department also offers two concentrations beyond the normal biology major. One is in marine science and the other in molecular biology. Both require a minimum of four courses in the area of specialization. The special requirements of each concentration are as follows:

*Biology Major with a Concentration in Marine Science.* The student will be required to take four courses: Introduction to Marine Science (BI 78), Marine Invertebrate Zoology (BI 262), Coral Reef Ecology (BI 263), and Marine Research (BI 298). BI 262 or BI 263 may be used to satisfy the Organismal Biology block requirement. Arrangements can be made for the substitution of a marine internship (BI 397-398). An exchange program can be arranged for students interested in tropical marine biology. Interested students should consult with Dr. Diane Brousseau.

*Biology Major with a Concentration in Molecular Biology.* The student will be required to take four courses from the following group: Cell Physiology (BI 211), Microbiology (BI 252), Molecular Biology: The Nucleus (BI 254), Immunology (BI 256), Laboratory in Molecular Biology (BI 258), and General Virology (BI 357). One of the courses in the BI 252 and 357 group may be used to satisfy the Molecular Biology block requirement. Interested students should consult with Dr. Phyllis Braun.

Students can pursue the following advanced education or careers upon graduation with a biology major.

#### *Allied Health School*

- Chiropractic
- Epidemiology
- Mortuary Science
- Naturopathy
- Nutrition
- Optometry
- Osteopathy
- Physiotherapy
- Public Health
- Podiatry

*Business* (hospital administration, pharmaceuticals)

#### *Dental School*

#### *Graduate School*

- Animal Science
- Biochemistry
- Biocommunications
- Biomathematics
- Biomedical Engineering
- Biophysics
- Ecology
- Evolutionary Biology
- Genetics & Developmental Biology
- Marine Biology
- Microbiology
- Molecular Biology
- Natural History
- Neurobiology
- Physiology
- Plant Science

*Law School* (Forensic or Environmental Law)

*Local, State, and Federal Government*  
(positions requiring a knowledge of biology)

#### *Medical School*

#### *Veterinary School*

## Bachelor of Science

(Major in Biology)

	Semester Hours	
	Fall	Spring
<b>First Year</b>		
Biology (BI 91-92)	4	4
Chemistry (CH 11-12)	4	4
Mathematics (MA 21-22)	3	3
Core	3	3
Core	3	3
<b>Sophomore Year</b>		
Chemistry (CH 211-212)	5	5
Physics (PS 83-84)	4	4
Biology (BI 221-260)	3	4
Core	3	3
Core	3	3
<b>Junior Year</b>		
Biology — Block Elective	3-4	4-5
Core	3	3
Core	3	3
Electives	6	6
<b>Senior Year</b>		
Biology — Block Elective	3	3-4
Core	3	3
Core	3	3
Electives	6	6

### Minor in Biology

A minor in biology requires completion of:

- BI 91-92 and
- Any three biology courses which carry course numbers of 100 to 270.

### BI 15 General Biology I

An introduction to the study of biology for the nonscience major. The purpose of the course is to familiarize the student with the general biological principles that govern the activities of all living systems. Concepts such as the biochemical origin of life, cellular morphology and physiology, and human genetics are presented. 3 lecture-demonstration periods.

3 semester hours

### BI 16 General Biology II

Biological systems will be studied in detail, such as the human organism with emphasis on pathophysiology; diversity of life; and evolution. Emphasis will be determined by instructor. 3 lectures.

3 semester hours

### BI 70 Science, Technology and Society

This course analyzes the major issues of science and technology that confront today's society. An understanding of these issues will be achieved through examination of the underlying science. The issue's impact upon the environment, natural resources, and society will be explored. Expectations in terms of benefits and hazards will be covered. The thrust of this course will be understanding through asking the right questions. Issues will be ongoing and subject to change. Current topics include acid rain, agriculture, disease (AIDS, cancer, and heart), energy, genetic engineering, greenhouse effect, ozone depletion, and water pollution. 3 lectures.

3 semester hours

### BI 72 Horticulture

An understanding of horticulture for nonscience majors will be achieved through the examination of basic horticultural science, practice, and plant material. The science aspect will cover nomenclature, plant parts, basic processes, and plant development as influenced by the environment. Practices will include propagation, management of the indoor and outdoor environments, and cultural needs. Plant materials covered will include ornamental plants (flowers, shrubs, trees, lawns, greenhouse and house plants), vegetables, fruits, nuts, and herbs. 3 lectures.

3 semester hours

### BI 75 Ecology and Society

Students will examine the available scientific evidence, and then be encouraged to draw their own conclusions concerning environmentally sensitive issues. These issues will be covered through lectures, readings, films, and occasional off-campus field trips (by arrangement). Areas of concern will include environmental issues raised by modern society's conflicting needs for land, water, a livable environment, and renewable/nonrenewable resources. This course is open to all except biology majors. 3 lectures.

3 semester hours

### BI 76 Human Heredity

A course designed to introduce the nonscience major to the principles of human inheritance. The mechanism of gamete formation and the chromosomal and biochemical basis of heredity are discussed along with their effects upon changes in the phenotype. An introduction to population genetics, race formation, and eugenics is presented. 3 lectures.

3 semester hours

### BI 77 Human Embryology

Introduction to Human Development; The Anatomy and Physiology of the Reproduction System. Gamete formation will be discussed along with cleavage, gastrulation and the formation of the organ systems. Laboratory demonstrations will be provided via closed circuit TV.

3 semester hours

### BI 78 Introduction to Marine Science

A course designed to introduce the nonscience major and the beginning biology major to the field of oceanography. Consideration will be given to the physical, chemical, geological, and biological aspects of the world's oceans with special emphasis on marine habitats and the organisms living in them. 3 lecture hours.

3 semester hours

**BI 91-92 General Biology (Majors)**

An introduction to biology for the biology major. The course covers the classification and phylogenetic survey of the plant, animal, and other biological kingdoms. An examination of the cytology, anatomy, physiology, and development of representative organisms in each kingdom is considered. 3 lectures, 1 laboratory period. *4 semester hours*

**BI 105 Introduction to Environmental Science**

The science of the environment will be presented through examination of the interconnections among physical, chemical and biological fields of inquiry. During the semester, field and laboratory studies of campus environments will be completed as part of a long term monitoring program. Human impacts on the environment will be measured directly with land-use analyses, water quality assessments and biological surveys. Students will develop an informed scientific basis on which to formulate their own perspectives on living in the environment. Lectures. *3 semester hours*

**BI 107-108 Human Anatomy and Physiology**

This course is recommended for students of nursing education, and liberal arts. It is designed to give familiarity with the anatomy and physiology of body processes with special emphasis on the practical aspects of circulation, respiration, digestion, reproduction, the glands of internal secretion, and including techniques for measuring blood pressure, blood typing, and others. 3 lectures, 1 laboratory period. Biology majors can take this two-semester course, which can be used to satisfy one block, either the morphological and developmental or physiological block. *8 semester hours*

**BI 151 Elements of Microbiology**

A course in microbiology for nursing students and future health care professionals. Topics presented include the structure and function of bacteria, viruses, yeasts, molds, antibiotics, and bacterial genetics. Also, mechanisms of microbial invasion and the body's immunological response are examined. 3 lectures, 1 laboratory. *4 semester hours*

**BI 202 Comparative Anatomy of Chordates**

A detailed and systematic study of the chordate skeletal, integumentary, muscular, respiratory, urogenital, nervous, and endocrine systems with special emphasis on the anatomy of a mammal as compared with the anatomy of the other classes of chordates. 2 lectures, 2 laboratory periods. Prerequisites: BI 91-92. *4 semester hours*

**BI 203/PY 203 Statistics for the Life Sciences**

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance, including the t-test, Chi Squared, ANOVA, and non-parametric statistics. The laboratory is designed to complement the course by giving students supervised computation and problem-solving exercises with calculator and computer. *4 semester hours*

**BI 211 Cell Physiology**

A study of life at the cellular level. The physicochemical nature of the function and integration of the ultrastructure components of procaryotic and eucaryotic cells are considered. Included is a treatment of the current aspects of the generation and storage of chemical energy by cells as well as the composition, structure and assembly of biological membranes and their role in internal regulation as influenced by external agents. The laboratory emphasis is on techniques in cell physiology and the identification of biochemical substances. 3 lectures, 1 laboratory. Prerequisites: BI 91-92; CH 11-12, 211-212. *4 semester hours*

**BI 212 Mammalian Physiology**

A consideration of homeokinesis in the mammalian organism studied by means of a comprehensive survey of the morphology and physiology of the organ systems of the human body. 3 lectures, 1 laboratory. Prerequisites: BI 91-92; CH 11-12, 211-212. *4 semester hours*

**BI 213 Endocrinology**

A study of the glands of internal secretion, their location, anatomy, and function. The nature of their secretions and importance in the regulation of body functions will be discussed. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212. *3 semester hours*

**BI 217 Nutrition and Metabolism**

A consideration of the roles of carbohydrates, lipids, protein, vitamins, minerals and water in mammalian nutrition. The physiology of animal digestion, absorption, and intermediary metabolism will be examined in relation to nutritional needs and energy balance. Recent developments in the application of nutritional findings to metabolic disorders such as diabetes, heart disease, and neurochemical deficits will be treated and evaluated in relation to the principles of animal nutrition. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212. *3 semester hours*

**BI 221 Genetics**

A study of the principles of Mendelian inheritance and modern theories of heredity; and an introduction to experimental, biometrical, and cytological methods. Whenever possible, examples illustrate the practical applications of the fundamental laws of inheritance in the breeding of plants and animals and in human heredity. 3 lectures. Prerequisites: BI 91-92. *3 semester hours*

**BI 231 Histology**

A study of the microscopic anatomy of vertebrate animals; the morphology of cells and their combinations in the various tissues and organs of the body. The structure of cells, tissues, and organs is constantly related to their functions in the different vital processes, and to the participation of the fundamental tissues in the formation of organs and systems of organs. 2 lectures, 2 laboratory periods. Prerequisites: BI 91-92. *4 semester hours*



**BI 240 Parasitology**

An introduction to the biology of parasites of humans and domestic animals. Emphasis on the host-parasite relationship provides an opportunity to integrate acquired knowledge of host and parasite anatomy, biochemistry, physiology, ecology and immunology. Laboratory exercises will include examination of preserved and living organisms (obtained locally and maintained in the laboratory) as well as experimental design and evaluation. 2 lectures, 2 laboratory periods. Prerequisites: BI 91-92, 221, 260; CH 11-12, 211-212. *4 semester hours*

**BI 242 Developmental Biology**

Developmental biology is the study of fundamental processes common to living organisms as they progress from single-celled zygotes to multicellular life forms. Topics to be covered include: gametogenesis, fertilization, molecular mechanisms of cell differentiation, pattern formation, embryogenesis (cleavage, gastrulation, induction, organogenesis), metamorphosis, oncogenesis and aging. Students should form an appreciation for the process of normal development as well as understand abnormal development resulting in congenital defects and carcinogenesis (formerly listed as Vertebrate Embryology). 3 lectures, 2 laboratory periods. Prerequisites: BI 91-92. *5 semester hours*

**BI 252 Microbiology**

A study of the morphology, physiology, and genetics of microorganisms. Nutritional requirements, enumeration methods, and biochemical characteristics are among the topics presented in the laboratory sessions. 3 lectures, 1 laboratory. Prerequisites: BI 91-92, CH 211-212. *4 semester hours*

**BI 254 Molecular Biology: The Nucleus**

An introduction to molecular biology. This course examines protein structure, DNA structure, RNA structure, the role of DNA and RNA in protein synthesis and the replication and repair of DNA and RNA in eucaryotic and procaryotic cells. The effects of mutations will be related to DNA, RNA, and proteins. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212. *3 semester hours*

**BI 256 Immunology**

An introduction to immunology. This course will cover the humoral and cellular basis of immune response. Antigens, the structure and function of immunoglobulins, antibody formation and living/experimental manifestations of the immune response will be emphasized. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212. *3 semester hours*

**BI 258 Laboratory in Molecular Biology**

This course is designed to provide practical experience for biology majors in recent advances in molecular biology and biotechnology. The course will allow the student to become familiar with the manipulation of genetic material (DNA) and to understand the techniques which are used for the isolation and characterization of genes. Lecture and laboratory sessions will cover topics such as the principles of aseptic technique, isolation of plasmid DNA from bacteria, transformation of bacteria and yeast, restriction enzyme digestion, agarose and polyacrylamide gel electrophoresis and gene manipulation. 1 lecture, 2 laboratories. Prerequisites: BI 91-92, 254; CH 211-212. *3 semester hours*

**BI 260 Ecology**

The relationships of living organisms with each other and with their environments viewed through total cycles of nutrients and total flows of energy. Local ecosystems are visited on field trips. 3 lectures, 1 laboratory. Prerequisites: BI 91-92; CH 11-12. *4 semester hours*

**BI 262 Marine Invertebrate Zoology**

A study of the phylogeny, morphology, and physiology of the major marine invertebrate groups, with emphasis on local fauna. The laboratories will include field trips to the coast to collect specimens for identification and study. 2 lectures, 1 laboratory. Prerequisites: BI 105 or 260. *3 semester hours*

**BI 263 Coral Reef Ecology**

A study of the complex ecological relationships among the plants and animals inhabiting coral reef communities. This course will discuss such topics as reef development, coral symbiosis and growth, trophic dynamics on the reef, behavior of coral reef fishes and the effects of pollution on the coral reef ecosystem. Seminar format. Prerequisites: BI 105 or 260. *3 semester hours*

**BI 265 Entomology**

An introduction to the study of insects. The course will stress principles of insect morphology, physiology, and taxonomy. Laboratories will be devoted to examination of representatives of the more familiar insect orders. 2 lectures, 1 laboratory period. Prerequisites: BI 91-92. *3 semester hours*

**BI 267 Animal Behavior**

An examination of data which pertain to the following generalizations: the behavioral repertoire exhibited by an animal is closely dependent upon the complexity of the nervous system; the behavioral response is dependent upon the hormonal state and specific environmental stimuli; the behavior is adaptive and functionally indispensable in survival of the species; many behavioral patterns are periodic; capacity for behavioral expression is inherited; behavior has evolved and is subject to natural selection. 3 lectures. Prerequisites: BI 91-92, 221, 260. *3 semester hours*

**BI 268 Plant Biology:**  
**Evolution, Diversity, and Use**

An advanced study of vascular plants. The course will stress the evolution of land plants, a detailed and systematic study of plants, and economic botany. 2 lectures, 1 laboratory. Prerequisites: BI 91-92. *3 semester hours*

**BI 269 Plant Biology:**  
**Structure, Development, and Environment**

An advanced study of seedless and seed vascular plants. Emphasis will be placed on structure, function, and development. The environmental relationships of plants to soil, light, water, temperature, and other organisms will be examined. The genetic engineering of plants in relation to these factors will be discussed. 2 lectures, 1 laboratory. Prerequisites: BI 91-92. *3 semester hours*

**BI 283 Naturalist Internship**

One-day-a-week internship program at a local nature center. Experiences to include familiarization with flora and fauna indigenous to the area; care and feeding of animals; maintenance of nature trails; and working with small groups. This course is for students interested in teaching high school biology. *3 semester hours*

**BI 285 Internship-Student Teaching**

Two-days-a-week internship program at a local nature center. Experiences to include leading small groups of children at all age levels on nature walks; working with staff to develop and implement programs dealing with the environment and conservation; developing skills in preparing displays; identifying flora and fauna; and other related tasks. This course is for students interested in teaching high school biology. *6 semester hours*

**BI 296 Special Topics in Biology**

This course, open to seniors only, requires library research and the writing of a scholarly paper on a special topic. The student must discuss the topic with and arrange for the consent of an appropriate professor prior to registration. *2 semester hours*

**BI 297-298 Research**

A research thesis, involving laboratory investigation, is required. Seniors wishing to register for this program must first obtain the consent of the professor supervising research in the area of their interest. Present projects include research on cell wall biosynthesis, a milk enzyme associated with arteriosclerosis, population dynamics of shellfish, and the effects of biostimulants on plants. *Credit by arrangement*

**BI 357 General Virology**

This introductory course is designed to cover the entire field of virology, but special emphasis will be placed on animal viruses. Coverage will center on the physical, biochemical, and biological aspects of each bacterial, and animal virus class. Discussion will stress viral morphology, replication and assembly; pathogenesis of viral infections, and the epidemiology, prevention and control of viral diseases (formerly listed as BI 257). 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212, BI 254 or permission of instructor. *3 semester hours*

**BI 397-398 Internships**

These internships are available for senior level biology majors who are in good academic standing. While variable and subject to availability, present internships are available for students interested in allied health, environmental science, marine science and medicine/dentistry. Other internships are subject to individual arrangement. Transportation will be provided by the student. Students wishing to register for this program must first discuss it with the Chair and also obtain the consent of the professor supervising the internship. *Credit by arrangement*



---

Program in  
**Black Studies:**  
**Africa and the Diaspora**

---

**Directors:** Garvey (*English*), Petry (*History*)

**Advisory Committee:** Anderson (*Sociology*), Bucki (*History*), Coury (*History*), O'Driscoll (*English*), Orman (*Politics*), Torff (*Fine Arts*)

This program explores the African diaspora and its interaction with culture and society in the Americas. Interdisciplinary in nature, the program combines humanities courses from literature, music, and film together with the social sciences and history to provide students with an understanding of the far-reaching impact of race and ethnicity across continents. The program explores the reality of Blacks in the United States, but in a broader historical and comparative perspective that is informed by the experiences of people of African descent throughout the Americas.

The 18-credit minor in Black Studies requires completion of:

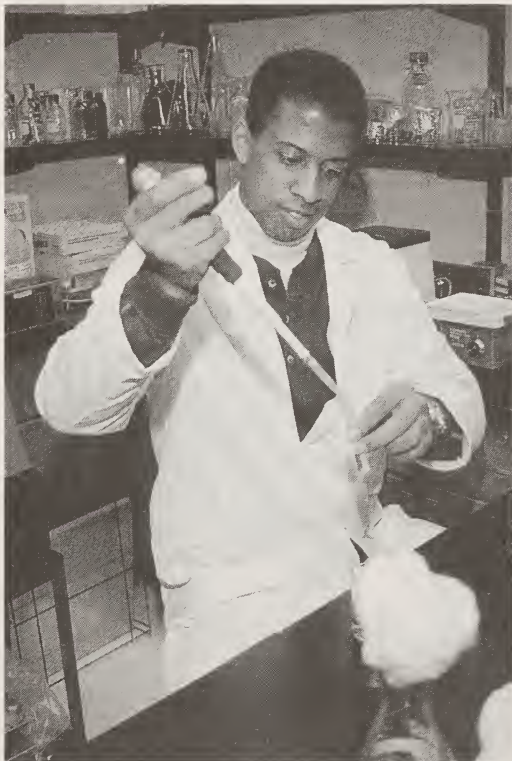
1. Introduction to Black Studies, BL 101.
2. Five additional courses drawn from a variety of disciplines. These courses must be drawn from the social sciences or history, and from the humanities; no more than three courses can come from either area. The five courses must represent three different disciplines.

A list of approved courses for the minor is available from the Program Directors.

### **BL 101 Introduction to Black Studies**

This course provides an interdisciplinary introduction to the field of Black Studies, looking back to African contexts and the effects of colonialism, to the Atlantic slave trade and the Middle Passage, and to the arrival of Africans in the Americas. It examines the experiences of people of African descent in Latin America and the Caribbean, and then explores U.S. history and culture from African-American perspectives. Grounded in history and relying throughout on literary expression for illustration, the course material also introduces students to film, painting and sculpture, and music, as well as to approaches based in sociology, anthropology, politics, and religious studies.

*3 semester hours*





## Department in Chemistry

**Professors:** Boggio, Elder, MacDonald, O'Connell  
(Chair), Sarneski

**Assistant Professor:** Steffen, Weddle

**Lecturers:** Oakes, Petty

The Department provides a curriculum which ensures a comprehensive yet balanced exposure to the science of chemistry. Courses are provided for chemistry majors, for other physical science majors, for nonscience majors, and for students planning study beyond the associate degree.

The curriculum, staff, and facilities of the Department are approved by the American Chemical Society as meeting its standards for professional training in chemistry.

The Chemistry major provides the student with a very flexible background relative to career options. In addition to employment in the chemical industry, students are prepared for graduate study in chemistry, medicine, dentistry, environmental science, law and business.



## Bachelor of Science

(Major in Chemistry - required courses)

	Semester Hours	
	Fall	Spring
<b>First Year</b>		
Chemistry (CH 11-12 or 17-18)	4	4
Mathematics (MA 21-22)	3	3
Physics (PS 15-16)	4	4
Core courses	6	6
<b>Sophomore Year</b>		
Chemistry (CH 211-212)	5	5
Chemistry (CH 222)	—	5
Mathematics (MA 225-321)	3	3
Core and Electives	9	6
<b>Junior Year</b>		
Chemistry (CH 261-262)	4	4
Chemistry (CH 326-326 Lab)	3	2
Core and Electives	9	9
<b>Senior Year</b>		
Chemistry (CH 341-324)	5	3
Core and Electives	12	12

The above qualifies the student to receive a B.S. in chemistry but without American Chemical Society certification. To receive this certification, either CH 321 and CH 321 Laboratory replace two electives, or CH 398 replaces one elective.

- 1) The student intending to enter primary or secondary school teaching should consult annually with the Chairs of the Departments of Chemistry and Education for appropriate modifications of this curriculum.
- 2) The student intending to enter medical or dental school should consult with the Chair of the Chemistry Department for appropriate modifications of this curriculum, which will include taking BI 91-92 in freshman year in place of PS 15-16 which is taken in sophomore year.
- 3) Students may elect to take Biochemistry (CH 324) in the Junior Year.
- 4) It is strongly recommended that chemistry majors enroll in at least one term of Research (CH 398) in their senior year.

### (Minor in Chemistry)

A minor in chemistry requires six courses in chemistry, at least four of which carry course numbers of 200 or greater and includes one term of physical chemistry.

**CH 10 Chemistry**

This course will fulfill a science requirement and has no prerequisites. Chemistry is presented via lecture and demonstration. The goal of the course is to provide the student with insights into the microscopic world of atoms and molecules in order that the macroscopic observable properties of real substances be more clearly understood. The models developed in the course will be applied to representative substances from inorganic, organic and biochemistry.

*3 semester hours*

**CH 11-12 General Inorganic Chemistry I & II**

A two-semester sequential offering in which the following topics are covered: atomic and molecular weights, the mole concept, Avogadro's number, stoichiometry, energy relationships in chemical systems, the properties of gases, the electronic structures of atoms, periodic relationships among the elements, chemical bonding, geometrics of molecules, molecular orbitals, liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium, free energy, entropy, acids and bases, aqueous equilibria, electrochemistry, nuclear chemistry, chemistry of some metals and nonmetals, chemistry of coordination compounds:

*3 semester hours*

**CH 11-12 Laboratory for****General Inorganic Chemistry  
and Introductory Inorganic Chemistry**

This laboratory offers the opportunity to explore and experience the rigors of an experimental physical science. Students make and record observations on simple chemical systems while learning fundamental laboratory manipulative and measurement skills. Experiments are chosen to demonstrate and supplement concepts introduced in lecture. The first semester emphasizes the standard techniques of weighing, filtering, titrating, use of volumetric glassware, data observation and recording and synthetic techniques. The second semester integrates these techniques in experimental procedures and explores physical properties and quantitative analysis of selected chemical systems.

*1 semester hour*

**CH 17-18 Introductory Inorganic Chemistry I**

(including laboratory)

This two-semester course is offered for students who are judged to have already had a particularly good introduction to chemistry in high school. Students are invited to enter the course based on their performance on an examination given during freshman orientation. The number of students in the course is limited by available laboratory space. The topical content of the course does not differ from CH 11-12, however, the pace, depth and order of lecture presentation will be somewhat different. The laboratory component of this course will be interwoven into the fabric of the lecture presentation as much as possible; often the experimental "discoveries" of students in the laboratory that week will serve as a point of departure in the lecture presentation. Every effort will be made to develop the students' experimental acumen necessary to perform basic chemical operations and to get students to use these acquired skills to probe into chemical phenomena. 3 lectures, 1 recitation section, 1 laboratory.

*4 semester hours*

**CH 32 Chemistry of the Human Body**

This course, having no prerequisite, is specifically intended for the nonscientist and presents the essentials for the lay person's understanding of the chemistry of the human body: chemicals of (1) life, (2) health, (3) disease and (4) cure. The course is conducted (as a discussion seminar) using readings from Scientific American specifically selected for the participants.

*3 semester hours*

**CH 33 Chemistry of the New Nutrition**

This course has no prerequisites and will fulfill a science requirement. The course is based on biochemist Roger J. Williams' concept of biochemical individuality and presents nutrition from the viewpoint of the chemist: fats and carbohydrates are mainly the sources of chemical energy driving body processes; quality protein, vitamins, and minerals yield enzyme chemical structures that control body chemistries. Concepts of classical nutrition, such as minimal daily requirements of nutrients, are included but not emphasized.

*3 semester hours*

**CH 81 General Chemistry I**

An introduction to the study of chemistry for nonscience majors. Fundamental principles of inorganic chemistry are discussed and applied to chemical reactions and phenomena.

*3 semester hours*

**CH 82 General Chemistry II**

A continuation of CH 81, emphasizing organic chemistry and the chemistry of living systems.

*3 semester hours*

**CH 81-82 Laboratory for General  
Chemistry I & II**

Laboratory illustrating the chemical principles treated in lecture. Experiments focus on measurements, separations, analysis and synthesis. Corequisite: CH 81-82

*1 semester hour*



**CH 83 Survey of Chemistry**

A one-semester terminal course that presumes no previous chemistry and is intended to fulfill a science requirement. After presenting a short introduction to atoms, molecules, chemical structure, and chemical reactions, the course proceeds to chemical topics of interest to modern society: materials of the earth, energy sources, environmental pollution, and practical applications such as the chemistry of medicine.

*3 semester hours*

**CH 202 Elements of Physical Chemistry**

This course is intended for biology majors and for students preparing for secondary school science teaching. Emphasis is placed on the laws of thermodynamics, chemical equilibrium, solutions of electrolytes, electrochemical cells, and chemical kinetics. Throughout the course special emphasis is given to the physiochemical properties of living systems. Prerequisites: CH 11-12, or CH 17-18, PS 83-84, MA 21-22, or equivalent.

*3 semester hours*

**CH 202 Laboratory for Physical Chemistry**

Laboratory experiments illustrate the principles discussed in class, (i.e., thermodynamics, kinetics, chemical equilibrium). Corequisite: CH 202 course.

*1 semester hour*

**CH 211 Organic Chemistry I**

This course is an introduction to the chemistry of compounds of carbon. Common functional groups are discussed from the perspective of molecular structure. Areas of emphasis include structure and characterization, methods of preparation, characteristic physical and chemical properties and their relation to molecular structure. Stereochemical concepts and their application are introduced early in the course and used extensively throughout. Prerequisite: CH12, or CH 18.

*3 semester hours*

**CH 212 Organic Chemistry II**

A continuation of CH 211 with emphasis on the chemistry of aromatic, carbonyl, acyl, and nitrogen compounds. The chemical properties of naturally occurring substances such as carbohydrates, lipids, proteins and nucleic acids are related to those of simpler monofunctional compounds. Spectroscopic methods of structure determination are introduced early in the course and used throughout. Prerequisite: CH 211.

*3 semester hours*

**CH 211-212 Laboratory for Organic Chemistry I & II**

The first semester of this laboratory emphasizes the manipulative techniques of separation, purification, analysis and simple synthesis. The second semester emphasizes investigative experiments, more complex synthesis and qualitative organic analysis. Corequisite: CH 211-212 lecture.

*2 semester hours*

**CH 222 Chemical Analysis**

The course provides the theoretical basis for the required laboratory. Topics covered are: statistics, chemical equilibria and their analytical applications (acid-base, oxidation-reduction, complex formation, precipitation), electroanalytical chemistry, spectroanalytical chemistry, and chemical separations. Prerequisite: CH 12 or CH 16 or CH 18. Corequisite: CH 222 lab.

*3 semester hours*

**CH 222 Laboratory for Chemical Analysis**

Students develop laboratory skills by analyzing unknowns using the principles and procedures taught in CH 222. Corequisite: CH 222 lecture.

*2 semester hours*

**CH 240 Quantitative Inorganic Analysis**

The theory and technique of quantitative analysis including neutralization, oxidation, and reduction, volumetric precipitation and introduction to gravimetric methods, illustrated by problem work and by laboratory analysis of representative samples.

*3 semester hours*

**CH 240 Laboratory for Quantitative Inorganic Analysis**

Laboratory analysis of representative samples. Corequisite: CH 240 lecture.

*1 semester hour*

**CH 261-262 Physical Chemistry I & II**

A two-semester sequential offering for chemistry and physics majors. Topics covered include: ideal and nonideal gases, kinetic molecular theory of gases, absorption of light, molar refraction and polarization, etc., chemical thermodynamics, chemical equilibrium, solution of nonelectrolytes and electrolytes, heterogeneous equilibrium, electrochemical cells, kinetics of gasphase reactions and in solution, wave mechanics, molecular symmetry and bonding, molecular spectroscopy, the solid state, and nuclear chemistry. Prerequisites: CH 12 or CH 16 or CH 18, MA 22, PS 16.

*3 semester hours*

**CH 261-262 Laboratory for Physical Chemistry I & II**

This laboratory is required of chemistry majors and can be elected by others. Experiments illustrate the principles discussed in CH 261-262 lecture. Corequisite: CH 261-262 lecture.

*1 semester hour*

**CH 321 Advanced Organic Chemistry**

This course attempts to bring the student closer to research areas of organic chemistry. The major topics discussed are a) molecular orbital theory and its applications to molecular structure and reaction mechanisms; and b) organic synthesis with emphasis on factors contributing to chemoselectivity, regioselectivity, and stereoselectivity. Prerequisite: CH 212.

*3 semester hours*



**CH 321 Laboratory for  
Advanced Organic Chemistry**

The laboratory is project oriented. Each student is assigned a project, usually a multistep synthesis, to work on during most of the semester. The projects chosen are such that the student uses the rudimentary separation, purification, and characterization techniques introduced in CH 211-212. A written report is required. 2 laboratory periods. Prerequisite: CH 212. *2 semester hours*

**CH 324 Introduction to Biochemistry**

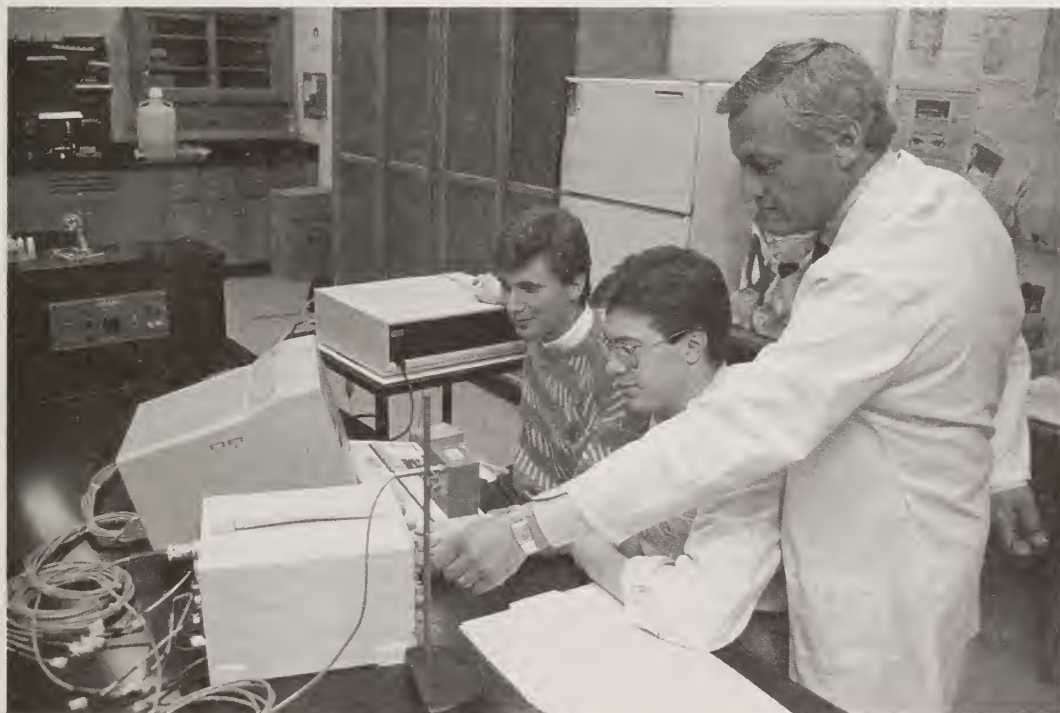
Topics dealing with the fundamental concepts of biochemistry, including protein structure and function, metabolism and biosynthesis, storage, transmission and expression of genetic information, and molecular physiology. Prerequisites: CH 212 and CH 261 or CH 202. *3 semester hours*

**CH 326 Chemical Instrumentation**

Chemical analysis using modern instrumentation will be studied in detail. Current methods of analysis, theory of transduction, implementation of instrumental principles and physical theory of chemical systems will be explored in the context of the goals of the analytical problem. Examples of applications will be considered. Prerequisite: CH 222. *3 semester hours*

**CH 326 Instrumental Analytical  
Chemistry Laboratory**

A major goal of this laboratory course is to provide the student, who has already been exposed to the theory of classical (CH 222 or CH 240) and instrumental methods of analysis (CH 326 or CH 240) with a general exposure to problem solving using a variety of physical and chemical methods. During the early portion of this course, an effort will be made to consolidate the principles of analytical chemistry that students have learned in the classroom into a holistic understanding of the area of analytical chemistry; this framework is intended to give the student a further appreciation of the general considerations which must be made in designing an approach to solving a problem in analysis. Some hands-on exposure will be given to the following aspects of analytical chemistry: basic electronics as appropriate to common instrumentation, methodology involved in equipment maintenance and troubleshooting, exposure to solving real world analytical problems, use of small computers and interfaces in the laboratory. A major emphasis of the course will be devoted to oral communication of results among all laboratory participants. Prerequisites: CH 222 or CH 240, and CH 326 course. *2 semester hours*



**CH 341 Advanced Inorganic Chemistry**

The chemistry of the elements is viewed from the perspective of structure and reactivity. The use of physical methods in the elucidation of structure is emphasized; selected principles of group theory (symmetry) and theoretical chemistry are incorporated into these discussions. The chemistry of transition metal ions is given considerable treatment. Prerequisite: CH 262. *3 semester hours*

**CH 341 Laboratory for Advanced Inorganic Chemistry**

A variety of inorganic compounds are offered for synthesis in the laboratory. Students prepare several compounds of their choice and perform individual projects to study the properties of these compounds. Part of the final report for each student is the presentation of a poster-assisted oral description of the results of his/her project. Prerequisite: CH 262. *2 semester hours*

**CH 363 Advanced Topics**

A detailed and advanced treatment of topics from any of the four major fields of chemistry. Topics to be presented in a given semester are selected according to the needs and interests of that semester's students. This course is intended for second semester senior chemistry majors. Professors are assigned according to the topics chosen. Prerequisite: CH 341. *3 semester hours*

**CH 398 Research & Seminar**

A research project, normally involving laboratory investigation, is chosen by each senior electing this course. Seminars feature students' reports on research progress and library studies of selected topics. Prerequisite: by permission. *3 semester hours*

**CH 399 Independent Study**

This course is designed for students wishing to study in a pre-specified area under the close direction of a faculty member(s). The topics addressed would not routinely be encountered in the normal course sequence. This course would contrast the research and seminar course in that the goal would be the assimilation of existing knowledge rather than the pursuit of new knowledge. A written final report and presentation of a seminar are required. Prerequisite: by permission. *3 semester hours*

---

## Department of Communication

---

**Assistant Professors:** Mayzik, Nedela, Ryan (*Chair*), Wills, Yanni

**Participant Faculty:** O'Connor (*American Studies*); L. Newton (*Applied Ethics*); Mainiero (*Business*); Jenkins, M. Regan, (*English*); A. Katz, Orman (*Politics*); Schlichting (*Sociology*)

The focus of communication study at Fairfield University is the description and analysis of how human beings acquire, process, and use information. Primarily based in the social scientific tradition, the program centers upon the analysis of human communication processes in a variety of contexts.

As one aspect of a liberal education, undergraduate work in communication at Fairfield helps the student to:

- Become more aware of factors that influence and are influenced by human communication behavior;
- Develop intellectually by providing a basis from which to analyze, synthesize, and evaluate critically messages and the media;
- Learn techniques and strategies to propose policies, advocate positions, and persuasively express himself or herself in various settings.

## The Program of Study

### The Major

Students majoring in communication at Fairfield University participate in several introductory courses designed to develop and refine their theoretical and analytic skills in such traditional areas as persuasion, interpersonal communication, and small group communication. In addition, with the aid and direction of the faculty, students will select one of two major academic concentrations to complete the program: Organizational Communication or Telecommunications.

**Organizational Communication.** A rigorous theoretical analysis of the forms, functions, and effects of communication within business and professional settings. Career paths for organizational communication students include: public relations, human resources, and management consulting.

**Telecommunications.** Involves the scientific study of mass media and new technologies, the messages they generate, the audiences they attempt to reach, and their effects on these audiences. Career opportunities for telecommunications students include: journalism, media production, and advertising.

Communication Degree Plan	
University Core	60 credits
Communication Major	36 credits*
Electives	24 credits
Total to Graduate	120 credits

\*Course of Study in Communication: 36 Credits

(Courses in parentheses are prerequisites.)  
Students must complete CA 100 and CA 101 with a B or better to continue as Communication majors.

21 credits required for **ALL** Communication Majors:

CA 100	Human Communication Theories
CA 101	Argument and Advocacy
CA 200	Persuasion (CA 100, 101)
CA 201	Interpersonal Communication Theories (CA 100, 101)
CA 202	Group Communication (CA 100, 101)
CA 309	Formative Research in Communication (CA 100, 101, 201, 202; plus at least one of the specified research methods courses; Seniors only)

**AND** one of the following research methods courses:

SO 121	Statistics: Social and Political Data Analysis
SO 183	Public Opinion and Polling
SO 222	Methods of Research Design

15 credit concentration in *either* Organizational Communication or Telecommunications:

#### *Organizational Communication*

9 credits required:

CA 220	Introduction to Organizational Communication (CA 100, 101)
CA 221	Organizational Communication Processes: Simulation (CA 220)
CA 320	Communication Consultation: Principles and Practices (CA 220, 221; plus at least one of the specified research methods courses; Juniors and Seniors only)

OR

#### *Telecommunications*

9 credits required:

CA 230	Survey of Mass Communication (CA 100, 101)
CA 231	Mass Media and Society (CA 230)
CA 345	Masters of the Media (CA 230, 231; plus at least one of the specified research methods courses; Juniors and Seniors only)

**AND**, required for **ALL** Communication Majors, an additional 6 credits from course selections which further develop a student's chosen area of interest.

A sample of courses from which a student may choose is listed below, although new courses are developed regularly and may be used to fulfill these requirements. Selections must be made in consultation with Communication faculty advisor.

CA 233	TV Scripting and Production I (CA 230)
CA 234	TV Scripting and Production II (CA 233)
CA 340	Intercultural Communication
CA 341	International Communication
CA 396/397	Independent Study
CA 398/399	Internship in Communication
AE 281	Ethics in Communications
EN/W 321	Contemporary Journalism
EN/W 322	Introduction to Writing for the Press
EN/W 326	Writing Feature Stories
EN/W 332	Business Writing
EN/W 333	Corporate Communications
EN/W 338	Persuasive Writing
EN/W 341	Writing for the Visual Documentary
EN/W 342	Dramatic Writing for Film and Television
PO 168	Media and Mass Popular Culture
PO 169	American Campaign Techniques
PO 190	Media and Politics
MG 21	Organizational Behavior and Management
MG 215	Managerial Behavior
MG 230	Personnel/Human Resource Management
MG 260	Productivity Management/Service Sector
MK 11	Introduction to Marketing
MK 210	Consumer Behavior
MK 225	Promotion Management



**Minor in Communication: 18 Credits**

(Courses in parentheses are prerequisites.)

Students must complete CA 100 and CA 101 with a B or better to continue as Communication minors.

15 credits required for **ALL** Communication Minors:

CA 100	Human Communication Theories
CA 101	Argument and Advocacy
CA 201	Interpersonal Communication Theories (CA 100, 101)
CA 202	Group Communication (CA 100, 101)
CA 230	Survey of Mass Communication (CA 100, 101)

Plus, 3 credits selected from the following:

CA 200	Persuasion (CA 100, 101)
CA 220	Introduction to Organizational Communication (CA 100, 101)
CA 231	Mass Media and Society (CA 230)
CA 233	TV Scripting and Production I (CA 230)

**Independent Study and Internship Policies**

Independent Study (CA 396-397) and/or Internships (CA 398-399) may be taken in the junior or senior year as recommended electives for up to 6 credits total. Internship applications must be approved at least one semester in advance of the internship. Students should see a faculty advisor in Communication for more details and applications.

**CA 100 Human Communication Theories**

Students are introduced to human communication theories and their implications. Course is designed to: (1) heighten awareness of communication patterns in our lives, and (2) introduce students to the principles and theories of communication. Designed as the foundation course for the communication major. *3 semester hours*

**CA 101 Argument and Advocacy**

An introduction to public speaking and the advocacy process, including issue identification, methods of analysis, research, patterns and fallacies of reasoning, uses of evidence, logical proof, and refutation. Students will practice oral advocacy and argumentative speaking in public speaking and "modified" debate formats. *3 semester hours*

**CA 200 Persuasion**

Study of the basic theories of persuasion, including variables, resources, and constraints affecting persuasive discourse in diverse situations. Emphasis will be placed on the description and analysis of trends, developments, and contemporary influences on persuasion theorizing. Prerequisites: CA 100, CA 101. *3 semester hours*

**CA 201 Interpersonal Communication Theories**

An introduction to the study of one-to-one relationships, focusing on the experience, behavior, and rules governing such interpersonal contexts as friendships, families, and employer/employee relations. Factors influencing interpersonal communication such as language, perception, nonverbal behavior, power, status, and roles are studied. Prerequisites: CA 100, CA 101. *3 semester hours*

**CA 202 Group Communication**

Course designed to study the basic characteristics and consequences of small group communication processes in various contexts, including family, education, and work groups. Interaction analysis and team-building will be stressed. Interpersonal dimensions of small group interaction will be explored, as well as analyzing small groups in process. Prerequisites: CA 100, CA 101. *3 semester hours*

**CA 220 Introduction to Organizational Communication**

A communication-centered approach to understanding how business and professional organizations function. Diagnoses of communication problems will be stressed. Issues to be studied include the forms and functions of upward, downward, and lateral communication; communication rules; networking, and strategies for using communication channels. Case study course. Prerequisites: CA 100, CA 101. *3 semester hours*

**CA 221 Organizational Communication Processes: Simulation**

Course involves the critical examination of the effects of communication on organizational operation, design, and development. Includes a laboratory-type experience designed to provide the student an opportunity to apply theoretical concepts to the production of a company product. Prerequisite: CA 220. *3 semester hours*

**CA 230 Survey of Mass Communication**

Historical overview of the structure of mass communication systems, including radio, television, film, newspapers, magazines, and book publishing. The impact of each system on business, government regulation, social ethics, and advertising will be addressed. Prerequisites: CA 100, CA 101. *3 semester hours*

**CA 231 Mass Media and Society**

This course concentrates on the impact and influence of mass communication systems (television, film, newspapers, magazines, and radio) on society. Prerequisite: CA 230.

*3 semester hours*

**CA 233 TV Scripting and Production I**

Course will concentrate primarily on the philosophy and content of scripting and producing for the media. A secondary concern will be the technical aspects of production. Preproduction and postproduction strategies will be included. Prerequisite: CA 230.

*3 semester hours*

**CA 234 TV Scripting and Production II**

The course emphasizes developing scripts and producing features, documentaries, educational, and informational programs. The major emphasis will be on affecting humanistic content and style of programs. Prerequisite: CA 233.

*3 semester hours*

**CA 309 Formative Research in Communication**

Course developed to provide students an opportunity to demonstrate their expertise as communication scholars. Discussion and evaluation of contemporary research in communication will be performed. The student will design and conduct a research project that is related to his or her major concentration. "Capstone" course for the major. Prerequisites: CA 100, 101, 201, 202, Senior status; plus, at least one of the specified research methods courses for the major.

*3 semester hours*

**CA 320 Communication Consultation:  
Principles and Practices**

Course focuses upon the techniques and strategies used by business and professional consultants to assess and diagnose communication problems. Various research methodologies in communication will be examined (e.g., interviewing and the Communication Audit) as diagnostic tools. Prerequisites: CA 220, 221, Junior or Senior status; plus, at least one of the specified research methods courses.

*3 semester hours*

**CA 340 Intercultural Communication**

The course deals with problems in communication between people of different cultural or subcultural backgrounds. Emphasis is on ways and skills enabling proper transfer of meaning in situations where differences in value orientation, perception, thought patterns and nonverbal behavior can cause misunderstanding, tension and conflict.

*3 semester hours*

**CA 341 International Communication**

The course examines how nations communicate with each other and what factors affect the international communication process. It deals with ways messages and symbolic gestures are exchanged through diplomacy, conferences, international organizations and mass media. Special emphasis is on the role of press and broadcasting in international life and the effects of the end of the Cold War on the flow of information.

*3 semester hours*

**CA 345 Masters of the Media**

The focus is on professional, esthetic and ethical standards of mass media. Course participants will review examples of excellence achieved in print and broadcast journalism, political oratory, documentary film making and graphic arts. Each week, a text, film, video recording or slides will be presented in class, preceded by introductory lectures sketching the historical, political and cultural context in which the selected masterpiece of modern mass communication was created. Presentations will be followed by discussions and students will write a critical review of each major work presented. Prerequisites: CA 230, 231, plus at least one of the specified research methods courses; Junior or Senior status.

*3 semester hours*

**CA 396-397 Independent Study**

The purpose of independent study in Communication is to offer students an opportunity to investigate thoroughly communication concepts, theories, or issues presented in a previously completed Communication course. An independent study will not substitute for any other required course(s) in the Communication program. These investigations must be scholarly in intent. An independent study may be taken only twice. Prerequisites: Junior or Senior status, and a Communication faculty member's approval.

*3 semester hours*

**CA 398-399 Internship**

The primary goals of Communication internship are: (1) to acquire first hand knowledge about the field of work; (2) to experience new professional activities and relationships; (3) to apply conceptual knowledge and skills in communication in the work environment; and (4) to experience the problems and successes of efficiently and effectively communicating within a complex organization. An internship may not substitute for any other required course(s) in the Communication program. Students may take an internship for credit only twice. Prerequisites: 3.0 overall Q.P.A., Junior or Senior status, Director approval one semester in advance, and Communication faculty sponsorship.

*3 semester hours*

Major in

**Computer Science****Director:** G. Lang

The major in computer science, which is offered through the Department of Mathematics and Computer Science, has the following goals:

1. To give the broad-based scientific and theoretical training needed as a foundation for a rewarding and successful career in computer science. This includes fundamental conceptual material which transcends current technology and extensive exposure to the best of current practice;
2. To foster the discipline and orderly thinking which is used by computer scientists to reach insightful and logical understandings;
3. To develop the oral and writing skills needed to exchange ideas with colleagues, specialists in other fields, and the general public, and
4. To acquaint the student with the social and ethical implications of computer technology.

The Department also offers a major in mathematics with a concentration in computer science. See the description of this program under the mathematics major. Programs in information systems and computer applications are available through the School of Business. The Computer Science faculty members are listed under the Department of Mathematics and Computer Science, page 102.

*Minor in Computer Science:* The minor in computer science consists of CS 131-132 followed by three courses numbered over 200. Minors can be designed for students interested in engineering, software design, theory of computing, or a general background in computer science.

Majors in Computer Science must complete CS 353 Principles of Compiler Design as their capstone course, typically during their first semester of senior year.

Although physics is the usual science taken by majors in Computer Science, a different laboratory science may be substituted with permission of the Chair.

The intern program provides senior computer science majors an opportunity to gain practical, career-related experience in a variety of supervised field settings. Internships could be in any one of a number of areas such as software applications and hardware applications. Internships may be for one or two semesters. The intern is expected to work a minimum of 10 hours per week on-site and complete the required academic component

specified by the faculty advisor. An internship may not replace a computer science elective to fulfill the requirement for a major in computer science.

**Bachelor of Science***(Major in Computer Science)***Semester Hours**

	<i>Fall</i>	<i>Spring</i>
<b>Freshman Year</b>		
Computer Science (CS 131-132)	3	3
Mathematics (MA 171-172)	4	4
Core	9	9
<b>Sophomore Year</b>		
Computer Science (CS 221, 232)	3	3
Mathematics (MA 231, 235)	3	3
Core	9	9
<b>Junior Year</b>		
Computer Science (CS 331, 342)	3	3
Computer Science Elective		3
Numerical Analysis (CS/MA 377)	3	
Electives	3	3
Core	7	7
(includes Science)		
<b>Senior Year</b>		
Computer Science (CS 353)	3	
Computer Science Electives	3	6
Electives	6	6
Core	3	3





**CS 15 Introduction to Computer Science**

Components of a computer system; problem solving through stepwise refinement in the context of a structured programming language; use of existing microcomputer tools including word processing, integrated spreadsheets, file and database systems, and other packages for managing information for both academic and career usages; technical information needed for the informed analysis of the philosophical, cultural, and ethical questions arising from this advancing field.

*3 semester hours*

**CS 131 Computer Programming I**

Overview of computer organization and hardware. An introduction to the science and theory of programming: top-down structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, maintenance. Programming applications in a high-level language (currently Pascal) including I/O, selection, repetition, arrays, functions, procedures. Ethical and social issues in computing. Emphasis on communication skills in documentation and design of user interface.

*3 semester hours*

**CS 132 Computer Programming II**

A continuation of Computer Programming I. Additional topics in the science and theory of programming: modular design, recursion, program verification, robustness, portability. Programming applications in a high-level language (currently Pascal) including records, sets, files, pointers. Introduction to data structures including stacks, linked lists, searching, and sorting. Ethical and social issues in computing. Continued emphasis on communication skills.

*3 semester hours*

**CS 133 Introduction to C Programming**

This course focuses on the use of the C language in top-down structured program design. Topics include: C data structures, functions and file I/O. There will be an introduction to software engineering as applied to a project such as a database management system.

*3 semester hours*

**CS 221 Computer Organization and Assembler**

Introduction to hardware organization of computers through assembler languages. General principles of assembly language: data representations and conversion, addressing, procedures, macros, file I/O. General hardware organization concepts including registers, fetch-execute cycle, timing. A specific computer organization and assembly language will be taught. Others will be surveyed and contrasted. Prerequisite: CS 132.

*3 semester hours*

**CS 231 Discrete Mathematics (MA 231)**

See description under course title, MA 231.

**CS 232 Data Structures**

A study of data structures and their related algorithms. The data structures include stacks, lists, linked lists, trees, garbage collection, reachability, minimal path. Prerequisites: CS 132, MA 231.

*3 semester hours*

**CS 233 Introduction to C++ Programming**

This course is an introduction to object-oriented programming (OOP) using the C++ programming language. The first part of the course will introduce C++ extensions to the C language such as stream I/O, classes, and operator overloading. The second part of the course will involve the design of a graphics interface and illustrate the OOP concepts of inheritance, object constructors/destructors, and message passing. Prerequisite: CS 133.

*3 semester hours*

**CS 301 Computer Graphics**

Programming and data structures for graphics; transformation techniques including rotation, translation, scaling and projection; visualization techniques, and the hidden line/surface problem. Prerequisites: CS 232, MA 235.

*3 semester hours*

**CS 321 Data Communications**

Methods for transmission through physical media. Frequency Shift Keying, Amplitude and Phase Encoding, Quadratic Encoding. Error detection and control. Multiplexers and Concentrators. Polynomial Checksums. Open Systems Interface and communications protocols. Sliding window and stop-and-wait protocols. Radio and satellite communications. ISDN (Integrated Services Digital Network) and fiber optical communications. Shannon and Nyquist theorems.

*3 semester hours*

**CS 322 Computer Architecture**

Theory of logic design: gates, timing diagrams, truth tables, design of basic arithmetics operations, control mechanisms. The general properties of major hardware components (CPU, ALU, memory, I/O devices) and communication between them (buses, interrupts). Survey of actual computer systems. Prerequisite: CS 221.

*3 semester hours*

**CS 324 Microprocessors  
(Computer Architecture II)**

This course is a continuation of Computer Architecture. The first part of the course will be a review of conventional logic design using MSI building blocks: multiplexers, decoders, comparators, ALUs, registers and Memory. The second part of the course will cover three alternatives to conventional basic design: multiplexers (one-hot method), microprogramming, and microprocessors. These methods will be applied to several small projects, such as a serial-parallel converter, an accumulating adder, and a combination lock. At the end of the course students will design a small computer as their final project.

*3 semester hours*

**CS 331 Operating Systems I**

A theoretical study of the major system utilities of a general purpose computer: editors, assemblers, interpreters, linkers, loaders, compilers. An introduction to the principles of operating systems for a general purpose computer: command language, access and privacy, management of processes, memory, and I/O devices. Prerequisites: CS 221, 232.

*3 semester hours*

**CS 332 Operating Systems II**

Theoretical study of operating system principles including virtual memory, concurrent processing. Application to the development of a simple operating system. Introduction to computer system performance. Prerequisite: CS 331.

*3 semester hours*

**CS 342 Theory of Computation (MA 342)**

Finite state machines, push-down automata, Turing machines and recursive functions. Mechanisms for formal languages: regular grammars, context-free grammars, context-sensitive grammars. Decidable vs. undecidable problems. Introduction to algorithm analysis. Prerequisite: CS 231.

*3 semester hours*

**CS 343 Analysis of Algorithms**

Algorithm complexity measures. Determination of upper bounds and mean performance of algorithms. Determination of lower bounds for problems. NP completeness. Probabilistic algorithms. Prerequisite: CS 342.

*3 semester hours*

**CS 351 Data Base Management System Design**

Methods for designing and implementing information storage and retrieval systems. Includes specification of information systems, search strategies, index methods, data compression, security, query languages, relational techniques, and performance analysis. A survey of interesting existing data base systems. Prerequisite: CS 331.

*3 semester hours*

**CS 352 Software Design**

Scientific design approach to computer software development. Problem specification. Top-down design. Structured programming. Testing, reliability, error control, and performance analysis. Human-computer interface considerations. Prerequisite: CS 331.

*3 semester hours*

**CS 353 Principles of Compiler Design**

Use of language theory and automata theory in the design of compilers. Study of symbol table organization, lexical analysis, syntax analysis, and code generation. Code generation versus interpretation. Survey of storage management, optimization, and error handling. Application to the development of a significant part of a compiler. This is the required capstone course for all majors in Computer Science. Prerequisites: CS 331, 342.

*3 semester hours*

**CS 354 Theory of Programming Languages**

The design of programming languages; organization, control structures, data structures. The run time behavior of programs. Formal specification and analysis of programming languages. A comparative survey of several significantly different languages. Prerequisites: CS 331, 342.

*3 semester hours*

**CS 355 Artificial Intelligence**

Computer implementation of processes of thought; knowledge representation, games, theorem proving, scene analysis, natural language processing, automatic programming. Major AI systems, heuristics, and languages. Prerequisite: CS 342.

*3 semester hours*

**CS 356 Science of Programming**

The application of logic to the development of computer programs and proofs of the correctness of computer programs. The course will aim at a balance between formality and common sense. Prerequisite: CS 342.

*3 semester hours*

**CS 377 Numerical Analysis (MA 377)**

See description under course title, MA 377.

**CS 391-392 Computer Science Seminar**

Designed to cover topics not in the curriculum. Participation is by invitation only and students may be expected to prepare topics under faculty direction.

*3 semester hours*

**CS 397-398 Internship in Computer Science**

The internship program provides the senior computer science major with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements from which to choose, including computer software and hardware applications and numerical methods. An intern is expected to spend a minimum of 10 hours per week in on-site work and to complete the required academic component specified by the faculty advisor. The number of credits varies and interns may register for a summer session, and/or one or two semesters for an overall maximum of 6 credits. In addition, a student's internship must satisfy the requirements outlined in the University Internship Policy, which is available from the Career Planning Center. Prerequisites: Senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science.

*1-3 semester hours*

**CS 399 Independent Study in Computer Science**

The independent study provides students with the opportunity to study areas not covered in the undergraduate curriculum. Under the guidance of a faculty member, advanced students have an opportunity to learn an area in Computer Science through reading and research. While the study may focus on a software or hardware project, it must include study of text material comparable to other upper division elective courses.

Students must apply to a professor under whose direction they wish to study and have the approval of the Department Chair. This course may not replace a Computer Science elective to fulfill the requirements for the major.

*3 semester hours*



---

## Department of Economics

---

**Professors:** Buss, Deak (*Chair*), Walters

**Associate Professors:** Lane, LeClair, Miners, Nantz

**Assistant Professor:** Earnhart, Kelly

**Visiting Assistant Professor:** Peterson, S.J.

The curriculum of the Department of Economics is a blend of basic economic concepts and their application to contemporary issues. Courses are designed to develop the student's reasoning capacity and analytical ability. By focusing on areas of application, students are challenged to use economic principles in stimulating their powers of interpretation, synthesis, and understanding. Through the Department's individual counseling efforts, majors are encouraged to tailor the course of study to their career and personal enrichment goals. A major in economics prepares the student for graduate or professional schools. It also provides a good background for the business world while maintaining the objectives of a liberal education.

*A **major** in economics requires a total of 30 credits, and must include the following required courses: EC 11, EC 12, EC 204, and EC 205. The other 18 credits can be chosen from departmental offerings. No more than three 100's level courses may be counted towards fulfilling the requirements of the major.*

*A **minor** in economics consists of 5 courses (15 credits). The student must take and pass both introductory economics courses (EC 11 and EC 12). No more than one 100's level economics course may be counted towards the minor.*

### EC 11 Introduction to Microeconomics

Analysis of the behavior of individual consumers and producers as they deal with the economic problem of allocating scarce resources. Includes a discussion of how markets function to establish prices through supply and demand, how resource costs influence firm supply and how variations in the level of competition affect the efficiency of resource use. Topic areas include antitrust policy, the distribution of income, the role of government, environmental problems. Computer applications. *3 semester hours*

### EC 12 Introduction to Macroeconomics

Uses Keynesian theory to study the aggregate behavior of consumers and businesses as they affect the level of employment and prices. Examines the role of government and the ability of monetary and fiscal policy to stabilize the level of output and inflation. Topics include the functioning of the banking system, GNP, taxation, and government spending, monetarism, the influence of money. Computer applications. EC 12 may be taken prior to EC 11. *3 semester hours*

### EC 112 Economic Aspects of Current Social Problems

A policy-oriented approach is used to study contemporary economic issues. Topics covered include: government spending, the role of federal budgets in solving national problems, poverty, welfare, social security, population, the limits to growth controversy, pollution, energy, regulation. No prerequisite. *3 semester hours*

### EC 114 Gender and the Workplace

This course examines the impact of gender differences on decisions made in households and in the workplace. It begins with an in-depth study of labor supply decisions and household responsibilities, leading to policy implications in the areas of childcare and social security. Next, the course examines wage-rate determination, leading to issues of pay equity, the glass ceiling, affirmative action, and sexual harassment. The course concludes with a discussion of gender roles in the international community, along with an analysis of international policies that affect justice and equity in the workplace. *3 semester hours*

### EC 125 Competition and Competitiveness

The course identifies and explores the factors which make products, firms and nations competitive. It has a strong international, case study and group discussion emphasis. Examples will be drawn from manufacturing and service activities in Asia, Europe and North America. No prerequisite. *3 semester hours*

### EC 150 Law and Economics

Using the case method, this course introduces topics from the central areas of the common law: property, contracts, torts, and criminal law. Attempts to explain the development of the law and legal institutions in terms of the basic tools of economic reasoning. Intended for students with no previous exposure to economics who may be contemplating graduate study of the law. No prerequisite. *3 semester hours*

### EC 175 Issues in Economic Policy

The course provides students with a way to understand the influence of government policies. It focuses on the policy options and consequences of economic decision-making in Washington. It will examine both monetary policy developed by the Federal Reserve and fiscal actions taken by Congress and the President. No prerequisite. *3 semester hours*



**EC 204 Intermediate Microeconomic Theory**

Builds upon and expands the theoretical models of EC 11. The course introduces indifference curves to explain consumer behavior; short and long-run production functions showing their relationship to product costs; and the efficiency of various competitive market structures. Topics include marginal productivity theory of income distribution, monopoly, and general equilibrium theory. Required for all majors. Prerequisite: EC 11. *3 semester hours*

**EC 205 Intermediate Macroeconomic Theory**

An analysis of the determination of national income and output; fiscal and monetary tools; growth, inflation, and stabilization policies. Computer applications. Required for all majors. Prerequisite: EC 12. *3 semester hours*

**EC 210 Money and Banking**

Covers the commercial banking industry, the money market, Federal Reserve operations and policy making; classical, Keynesian, and monetarist theory. Prerequisite: EC 12. *3 semester hours*

**EC 224 Labor Economics and Labor Relations**

The fundamentals of economic analysis are applied to the labor sector of the U.S. economy. Topics considered include: the determination of wages, the union movement, discrimination issues, and the relationship between labor, management, and government. Pre-requisites: EC 11 and EC 12. *3 semester hours*

**EC 230 Comparative Economic Systems**

The policies used in various advanced industrialized countries to attain their economic goals are examined. The economic institutions in socialist countries are compared to those which exist in capitalist countries. In particular, the economic systems of the USSR, East European nations, and some Western market economies are considered. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 231 International Trade**

This course deals with international trade theory, U.S. commercial policy (tariffs, quotas), foreign exchange, international finance, balance of payments disequilibria, multinational enterprises. Prerequisite: EC 11. *3 semester hours*

**EC 233 International Economic Policy and Finance**

This offering explores international financial relations. Topics covered include the international monetary system, exchange rate systems, balance of payments adjustment mechanisms, as well as changes in international finance relations. The course treats theoretical concepts, and considers governmental policy approaches to the various problems. Prerequisite: EC 12. *3 semester hours*

**EC 235 Economic Development of Third World Nations**

The nature and causes of the problems facing the less industrialized nations of the world are considered. Primary attention is focused on the impact that various economic policies have on promoting economic development in the "Third World." Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 240 Health Economics**

This course applies microeconomic theory to the health sector of the U.S. economy. Topics include: the demand for health care, health insurance, the physician "shortage," physician specialty choice, the hospital sector, and medical cost inflation. Prerequisite: EC 11. *3 semester hours*

**EC 245 Antitrust and Regulation**

Examines the relationship between government and business. Antitrust laws and cases are reviewed in terms of their impact on resource efficiency. The format of agency command and control regulation is developed along with specific examples from the federal sector. Prerequisite: EC 11. *3 semester hours*

**EC 250 Industrial Organization**

Extends microeconomic theory to examine the economic behavior of real firms and industries. The course identifies the factors affecting the competitive structure of specific markets. These structural characteristics are used to evaluate the efficiency of resource use. Specific topics include mergers, measures of concentration, pricing, entry barriers, technological change, and product development. Prerequisite: EC 11. *3 semester hours*

**EC 252 Urban Economics**

Analyzes the development of modern urban areas by applying the tools of economic analysis to the problems such areas face. Specific topics include transportation, housing, the provision and financing of public services. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 260 Marxism and Catholic Social Thought**

This course presents classical Marxian doctrine as found in the writings of Karl Marx and Frederick Engels, and Catholic teaching dealing with the economic and social order. The principal Marxian works studied are *The Economic and Philosophic Manuscripts of 1844*, *The Communist Manifesto*, and especially *Capital*. Catholic thought is studied in the major encyclicals, decrees of Church councils, and episcopal documents. The two "systems" are contrasted and interrelated. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 265 Distribution of Income and Poverty in America**

Various theories of economic justice are studied so that the actual distribution of income in the United States can be analyzed. The factors which cause changes in the distribution of income and in the number of persons in poverty are considered. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 273 History of Economic Thought**

The development of economic thought from ancient times to the present. Prerequisites: EC 11 and 12. *3 semester hours*

**EC 275 Managerial Economics**

Applies economic concepts and theory to the problem of making rational economic decisions. Topics discussed include inventory control, decision making under risk and uncertainty, capital budgeting, linear programming, product pricing procedures, forecasting, and economic vs. accounting concepts of profit and cost. Computer applications. Prerequisite: EC 11. *3 semester hours*

**EC 276 Public Finance**

A study of government expenditure and tax policies. Emphasis is placed upon evaluation of expenditures, the structure of federal, state, and local taxes, and the budget as an economic document. Prerequisites: EC 11, EC 12. *3 semester hours*

**EC 278 Statistics**

An introductory course in the basic concepts required for the analysis and interpretation of data. Topics in statistical inference include: testing of hypotheses, regression and correlation analysis. These tests are applied to data gathered on economic variables. Computer applications. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 298 Independent Study**

For economic majors only; open to seniors by invitation.

**EC 299 Internship**

Students are placed in a professional environment by the Department. Interns are expected to use the economics and analytical skills they have acquired from the academic experience in a non-academic job setting. A written assignment which details the internship experience is expected to be submitted to a faculty sponsor by the end of the term. *3 semester hours*

**EC 306 Business Cycles and Economic Forecasting**

This course considers the nature and causes of business cycles. Tools to analyze past fluctuations and to forecast future trends are developed. Both theory and practical applications are emphasized. Prerequisite: EC 205. *3 semester hours*

**EC 320 Financial Markets and Institutions**

Matters examined include: capital markets, financial intermediaries; equities, bonds, options, futures; security analysis, portfolio theory, the efficient markets hypothesis. Students manage a hypothetical portfolio and use a computer model. Prerequisite: EC 210. *3 semester hours*

**EC 380 Econometrics**

Introduces students to the process by which theories of economic behavior are formulated in mathematical terms and tested by the use of statistical methods. Both the technique and the limitations of econometric analyses are discussed as well as methods available for overcoming data problems in the measurement of quantitative economic relationships. Prerequisites: EC 11, EC 12, and EC 278. *3 semester hours*

**EC 398 Senior Seminar**

Limited to senior majors in economics. The seminar has two objectives. One aim is to familiarize the participants with recent developments in the discipline. The other goal is to sharpen each student's research skills. Each student is expected to engage in a research project concerning a topic of his/her choice. Enrollment requires the permission of the instructor. *3 semester hours*

---

**Program in  
Education**


---

**Coordinator: Costa**

This program is conducted in collaboration with the Graduate School of Education and Allied Professions and affords Fairfield University undergraduates the opportunity to seek an initial teaching certificate at the secondary school level (grades 7-12). Through this program, students may be certified in one of the following subject areas: English, History/Social Studies, Natural Sciences, Mathematics, or Languages: Modern or Ancient (Latin).

To be admitted to the Education minor, students must pass an entry examination (or provide SAT scores of 1000 or better, with neither verbal nor math subscores less than 400) and must possess a quality point average of 2.67. Applications for admission to the Education minor may be obtained from the Program Coordinator or from the Dean's office. Upon applying, the student will be interviewed by the Teacher Education screening committee.

Additional academic and personal criteria must be met prior to placement for student teaching and for recommendation upon completion of the program.

**ALL STUDENTS in this program must take the following courses leading to initial teacher certification:**

- |        |   |
|--------|---|
| ED 241 | Educational Psychology  |
| ED 329 | Philosophy of Education: An Introduction (acceptable as 5th course in Area III provided the student is enrolled in the teacher certification program) |
| ED 363 | Methods in Teaching OR  |
| ED 362 | English Methods<br>(English certification only)   |
| ED 381 | Observation and Student Teaching  |
| ED 350 | Special Learners in the<br>Regular Classroom  |
| MD 300 | Introduction to Educational Technology  |

In addition, students must complete coursework in one of the subject areas listed below.

## Certification in English

English majors seeking certification must also take the following:

- \*ENW 311      Advanced Composition
- \*ENW 317      Traditional Structural Grammar
- \*EN 405       Literature for Young Adults
- \*ED 369       Developmental Reading in the  
Secondary School

\*\* One semester of U.S. History

\*\* SO 162      Race and Ethnic Relations

(\* Double-counts toward English majors)

(\*\*Double-counts toward core requirements)

## Certification in History/Social Studies

A student majoring in **History** can earn this certification by:

- completing the History major.
- earning a total of 18 credits in the social sciences with coursework selected from each of the three disciplines: Economics, Politics, and Sociology. (Note: SO 162, Race and Ethnic Relations, must be taken and thus can count as one of the social science courses. It will also count toward the core requirement in the social sciences.)

A student majoring in **Economics, Politics, or Sociology** may earn this certification by:

- completing all coursework in his/her major.
- earning a total of 18 credits in history courses, including courses dealing with U.S. history, European history, and non-western history. (Note: such courses can include HI 30 and the second core requirement in history.)
- completing one additional 3-credit, social science course (Economics, Politics, or Sociology) outside of one's major.\* (Note: this course may be double-counted toward the core requirement.)

(\*SO 162, Race and Ethnic Relations, must be taken and may be counted toward this requirement.)

## Certification in the Natural Sciences

A student majoring in a natural science (**biology, chemistry, or physics**) may earn certification in the sciences by:

- completing his/her major coursework.
  - earning 3 credits in U.S. history.\*
  - completing SO 162, Race and Ethnic Relations.\*
- (\* can double-count toward core requirements)

## Certification in Mathematics

To earn this certification a student must complete a minimum of 30 credits in mathematics plus 3 credits in U.S. history and SO 162, Race and Ethnic Relations (these two also count toward core requirements).

## Certification in Languages: Modern or Ancient (Latin)

Students earn this certification by completing a minimum of 30 credits in one or two languages plus 3 credits in U.S. history and SO 162, Race and Ethnic Relations (these two can also count toward core requirements).

**Descriptions of the education courses leading to initial certification are found below. Descriptions for all other courses are found under appropriate departmental course listings.**

### ED 241 Educational Psychology

This course considers a particular application of the more important psychological principles to educational theory and practice. This course embraces a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. Individual differences, transfer of training, interest, attention, and motivation, insofar as they influence the teaching process, will be included. The course also includes an observation of a secondary school for approximately one hour each week.

*3 semester hours*

### ED 315 History and Principles of Education

This course presents the historical development of education with regard to curriculum, methods, organization and control, and the relationship of society to each of these areas. The influence of philosophers and educators from Plato and Aristotle to Hutchins and Dewey are considered. During the second half of the course, stress is placed upon the historical development of the American public schools from Colonial times to the present.

*3 semester hours*



### **ED 329 Philosophy of Education: An Introduction**

This introductory course will be an application of the basic concepts of philosophy to education in general and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking, and encourage personal commitment to his or her own philosophy of life. *3 semester hours*

### **ED 350 Special Learners in the Regular Classroom**

This course is designed to familiarize the mainstream teacher with the developmental learning needs of children and youth who are exceptional. The special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents will be discussed. Included in this discussion will be methods of identifying and working effectively with special needs children and youth in the regular classroom. *3 semester hours*

### **ED 362 Special Methods in Secondary School English**

This course focuses on the organizational pattern in which English can best be taught and an analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course also considers such factors as appropriate curricula materials, methods of organization, approaches to the study of literature, and procedures most cogent in the field of grammar, composition, oral communication, and dialogue. *3 semester hours*

### **ED 363 Methods of Teaching in Secondary Schools**

Application of principles of education to classroom instruction in secondary schools are discussed. Attention will be centered upon planning for teaching, uses of various methods and materials, tests, classroom management and discipline. Consideration will also be given to the position of the teacher in public schools, special services available to teachers and pupils, extracurricular programs, and responsibilities of teachers. *3 semester hours*

### **ED 369 Developmental Reading in the Secondary School**

Topics include methods and materials for improving reading and study skills at the secondary level; the application of developmental reading skills in all curriculum areas. *3 semester hours*

### **ED 381 & 382 Directed Observation and Student Teaching**

This provides a semester experience in local schools for students who have been approved as qualified candidates for teaching at the secondary level. Students will be involved four and one-half days each week in observation and teaching. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars are held one afternoon each week for discussion of student experiences and presentations on reading methods, audio-visual aids, and other topics. Individual conferences are also held and each student is assisted, observed, and evaluated by the University supervisor(s) and the cooperating teacher(s). *12 semester hours*

### **ED 409 Transculturation**

This course addresses non-verbal communication across cultures, the crosscultural mind, culture shock, and intercultural understanding. *3 semester hours*

### **ED 459 Developmental Reading in the Secondary School**

The emphasis of this course is on enhancing reading comprehension in all curricular areas at the secondary level. Current reading theory and research provide the framework for examining a variety of instructional strategies. Additional areas to be explored include questioning techniques, concept development, study strategies and assessment. *3 semester hours*

### **MD 300 Introduction to Educational Technology**

Students will study the why of using instructional technology from educational theory, psychology of learning, and information theory points of view. Critical awareness of mass media and its impact on the society in general, and on young people in particular, with special attention to media and cultural diversity is emphasized. Students will also study the wide range of conventional and new technologies of instruction including the use of computers in education, satellite communications, distant teaching and educational equality, and the new multimedia technologies. Effective utilization of instructional technology in schools will focus on the systematic planning of the learning environment, and understanding the process of media and multimedia production and presentations. The students will be introduced to a variety of production and presentation technologies and interactive learning technologies, including video, graphic, and multimedia technologies. Lab fee: \$45. *3 semester hours*

## Program in Engineering

**Director:** Zabinski

The engineering program is cooperative with the University of Connecticut, Storrs, Conn.; Rensselaer Polytechnic Institute (RPI), Troy, N.Y.; and Columbia University, New York City. This program offers the student three years of study in the humanities, mathematics, social sciences, and natural sciences at Fairfield University and two years of specialized engineering courses at the School of Engineering of the University of Connecticut, Columbia, or RPI. Upon completion of the five-year program the student receives a Bachelor of Arts degree from Fairfield University and a Bachelor of Science in Engineering from the University of Connecticut, Columbia, or RPI.

The combined humanistic/professional education offered in this five-year engineering program equips the graduate with a competitive advantage for assuming a leading role in a career in private industry, government, or education.

The students who complete the first three years at Fairfield University in satisfactory standing will then transfer to the School of Engineering of their choice, i.e., the University of Connecticut, Columbia, or RPI for enrollment as juniors. They will have the option of entering one of the following branches of engineering: chemical, civil, computer science and engineering, electrical, and mechanical engineering. In addition, RPI and Columbia offer degrees in nuclear, industrial, aeronautical and environmental engineering.

Students intending to major in electrical or computer engineering are required to take Digital Electronics (EG 211), Circuit Analysis and Analog Systems (EG 212), Computer Organization and Assembler (CS 221), and Microprocessors (CS 324) in their sophomore and junior years. Students intending to major in Chemical engineering take Organic Chemistry (CH 211-212) and Introduction to Chemical Engineering (EG 250) in their junior year. A two-semester University of Connecticut foreign language requirement may be fulfilled either at Fairfield University or at the University of Connecticut. Students with a three-year language background are exempt. Students transferring to Columbia or RPI take Thermodynamics (PS 241) and Modern Physics (PS 285).

All engineering students may select additional electives from a variety of physics, mathematics and computer science courses. These, in conjunction with extensive computer resources and physics laboratories, give the student an opportunity to acquire a valuable engineering background.

## Bachelor of Arts and Bachelor of Science

*(Major in Engineering)*

	Semester Hours	
	Fall	Spring
<b>First Year</b>		
Physics (PS 15-16)	3	3
Physics Laboratory	1	1
Mathematics (MA 25-26)	4	4
English (EN 11-12)	3	3
Philosophy (PH 10-156)	3	3
Religious Studies — Engineering 30	3	3
<b>Sophomore Year</b>		
Engineering (EG 201-202)	3	3
Mathematics (MA 227-321)	3	3
Fine Arts — Religious Studies	3	3
English — Philosophy or Religious Studies	3	3
Social Science	3	3
<b>Junior Year</b>		
Chemistry (CH 11-12 or CH 17-18)	4	4
Mathematics (MA 322-323)*	3	3
History (HI 30 plus one intermediate-level course)	3	3
Electives	3	3
Electives	3	3

(\*While not required, these math courses are strongly recommended.)

### EG 30 Introduction to Engineering & Fortran Programming

Introduction to the engineering profession. Visits to local industry. Computer programming in Fortran with applications; engineering calculation methods; analysis of engineering problems. No prerequisites. 3 semester hours

### EG 201 Engineering Statics

Fundamentals of mechanics. Elements of vector algebra; equations of equilibrium for stationary systems, analysis of trusses, friction and distributed forces. Vector methods are used. 3 semester hours

**EG 202 Engineering Dynamics**

Basic principles of kinematics and kinetics of rigid bodies utilizing vector methods. Application to engineering problems. Topics covered include work and energy, impulse and momentum, curvilinear motion, plane motion, rigid body motion in three dimensions, mechanical vibrations.

3 semester hours

**EG 211 Digital Electronics**

(Cross-listed under Physics as PS 211.)

This is a lecture and laboratory course where students will be trained in the practical aspects of digital electronics, beginning with simple transistor circuits and advancing to the design and development of microprocessor circuits. The following topics are presented: number systems (decimal, binary, octal, hexadecimal, BCD); Boolean algebra; integrated circuits versus discrete components; logic gates; AND/OR/NAND/NOR/XOR circuits; flip-flops; multiplexers and decoders; counters; registers; memory devices; arithmetic and logic units; analog/digital and digital/analog conversion techniques. Students will also utilize laboratory equipment such as bread-boarding equipment, pulser, oscilloscopes, and logic probes.

4 semester hours

**EG 212 Circuit Analysis and Analog Systems**

(Cross-listed under Physics as PS 212.)

This is a lecture and laboratory course where students will be introduced to the theory and practice of basic electronics and linear/analog circuitry. Topics covered include: Kirchhoff's laws and applications; concepts of capacitive and inductive reactance; impedance calculation using vector and complex notation; DC, AC, and transient circuit behavior; operation of basic solid state devices (diodes, junction transistors, FET's, SCR's); operational amplifiers; active and passive filters; feed-back techniques; and frequency dependent effects. The students also work with the basic laboratory test equipment such as the digital volt-ohm-amp meter, function generator, oscilloscope, and counter/timer.

4 semester hours

**EG 250 Introduction to Chemical Engineering**

Introduction to the fundamentals of chemical processing. Applications of the principles of chemistry and physics to the chemical process industries and to the solution of industrial problems.

3 semester hours

**EG 399 Independent Study**

The student may select among special topics; for example, computer aided design (CAD), advanced programming, and research.

1 or 2 semester hours

---

## Department of English

---

**Professors:** Farnham, M. Regan, N. Rinaldi

**Associate Professors:** B. Bowen (*Chair*), Bridgford, Garvey, Jenkins, Reddy, Wells

**Assistant Professors:** Boquet, Halm, D. Lynch, Menagh, Mullan, O'Driscoll, Rajan, R. Regan, Sanborn

**Lecturers:** Baumgartner, Bayers, Bellas, Bennetts, E. Bowen, Brown, Burlinson, Cahill, Chappell, Cheney, de Jenkins, Duval, Fast, Feigenson, Krauss, Liftig, McQueeney, Nashel, Rierden, J. Rinaldi, Ross, Sanders, Sullivan, Sweeney, Szivos, Wallace, Whitaker, White

As an academic discipline, the study of English has these goals:

- 1) to acquaint the student with the various types of imaginative literature, such as the novel, the short story, poetry, and drama;
- 2) to develop the student's analytic and organizational skills through the interpretation of literature;
- 3) to give the student further training in the organization and effective articulation of ideas in writing, including in some cases preparation for careers as professional writers or for careers where strong writing skills will be an asset.

For English Majors, the English Department offers two concentrations, one in literature and one in writing. Both programs normally require that the student take at least ten 200-300-level courses after successful completion of EN 11 and EN 12. The student can also register for dual concentration by taking 12 courses, six in literature and six in writing. The English Department places great emphasis on consultation between the student and a departmental advisor of the student's choice during the process of selecting courses.

The special requirements of each program are as follows:

- 1) **English Major with a Concentration in Literature.** English/Literature majors must take ten English courses beyond English 11-12. At least half should be from courses numbered 300-399. At least six must be literature courses; the rest may be either literature or writing courses. The historical period requirement for the major may be fulfilled either by taking Major Authors I and II or by taking a series of three elective courses. For details on the components of this elective



series, students must consult the English department registration packet. Majors are strongly urged to meet with a departmental advisor in order to develop a coherent sequence of courses suitable to individual needs and requirements.

- 2) **English Major with a Concentration in Writing.** English/Writing majors must take six courses in writing selected from English courses marked with the prefix "W," or other writing courses approved by the Director of the Writing Concentration. The English/Writing major must also take four literature courses beyond English 11-12, at least half of which must be from courses numbered 300-399. Since the Writing Program offers a broad spectrum of courses ranging from poetry and fiction to journalism and scriptwriting for television, each student should consult with a faculty advisor in order to design a program that will reflect the individual's needs.
- 3) **The English Minor.** The English minor must take five English courses beyond English 11-12. At least two of the five courses must be literature (EN) courses.

### EN 11 Composition and Prose Literature

This course incorporates the study of essays and/or other forms of literary nonfiction to be analyzed in class, together with the student's own exercises in formal and informal prose.

*3 semester hours*

### EN 12 Introduction to Literature

A study of drama, fiction, and poetry as they reflect literary and cultural approaches to the individual's experience and society. Selected works from various ages and civilizations introduce the student to the techniques and traditions of the major literary genres. EN 12 also demands critical writing as an extension of composition in EN 11, including a research paper.

*3 semester hours*

**EN 11 and EN 12, or their equivalents, are prerequisites for all upper-level English courses.**

### EN 250 The Epic Hero

This course ranges from Homer to J.R.R. Tolkien. The epic writer employs a vast canvas in telling his story and so gives us a picture of an entire civilization. His hero embodies the highest values of his society and represents that society against the forces of chaos and evil. Our focus, then, is on the changing image of the hero, particularly as presented in the Iliad, the Odyssey, the Aeneid, and The Lord of the Rings.

*3 semester hours*

### EN 255 Shakespeare

A study of Shakespeare's career as dramatist. Plays will be drawn from Shakespeare's farces, romantic comedies, history plays, tragedies, and romances, and will include The Taming of the Shrew, Richard III, A Midsummer Night's Dream, Hamlet, Othello, King Lear, and The Tempest.

*3 semester hours*

### EN 260 Understanding Poetry I

Offered for those students with no previous knowledge of poetry as well as those who wish to develop and enrich their understanding of the genre; students who have experienced difficulty in understanding poetry in the past are welcome. Course readings will include selections from narrative, epic, and lyric poetry, with concentration on shorter lyric poems. The course will include readings and discussions with visiting poets.

*3 semester hours*

### EN 261 Understanding Poetry II

Concentrates on the reading of longer narrative and lyric poems for study of the work of individual poets. The work includes readings and discussions with visiting poets. Understanding Poetry I is an appropriate, but not a necessary, prerequisite to it. Students who have not taken Understanding Poetry I are requested to read Perrine's Sound and Sense or any other introduction-to-poetry text in preparation for the course.

*3 semester hours*

### EN 264 Allegory and Fantasy

A genre study of literary works involving imaginary worlds, with emphasis on symbolic interpretation of landscapes, characters, objects, and events. In this course, we will search for the relevance of these imaginary worlds to the real world. Authors studied will be chosen from the following list: Lewis Carroll, E.M. Forster, Nathaniel Hawthorne, Joseph Heller, Franz Kafka, Jerzy Kosinski, C.S. Lewis, Herman Melville, Flannery O'Connor, Robert Pirsig, J.R.R. Tolkien, and Kurt Vonnegut.

*3 semester hours*

### EN 267 Modern British Literature

A study of Conrad, Joyce, Lawrence, and Virginia Woolf: writers who profoundly changed the shape of the novel. This change is also reflected in the writings of Evelyn Waugh, Graham Greene, George Orwell, and Aldous Huxley.

*3 semester hours*

### EN 270 Studies in American Literature

This course begins with a survey of the Puritan background to American literature and the writings of the early republic. The emphasis will be placed on the early national period and the romantic phase in American literature leading up to the Civil War. The writers to be studied include Irving, Cooper, Melville, Poe, Emerson, Thoreau, Hawthorne, and Whitman.

*3 semester hours*

### EN 272 Development of the American Short Story

This course will trace the development of the American short story from its emergence in the literary-historical context of 19th century America to its maturity in the 20th century. It will explore most intensively the writings of Poe, Hawthorne, James, and Hemingway, but will consider as well the contributions to the genre of Irving, Crane, and numerous other writers.

*3 semester hours*

### EN 280 The Nature of the Hero

The course begins with a general discussion of the meaning and function of heroes in society, focusing on them as projections of society's life values. Joseph Campbell's study of the archetype of the hero and the heroic journey will be used as a reference point.

*3 semester hours*

### EN 282 The Study of Human Behavior Through Literature

Students will be taught how to apply basic theories from psychoanalysis and humanistic psychology to folk literature, drama, and fiction. *3 semester hours*

### EN 285 The Modern Tradition: International Short Fiction

A study of important works of short fiction from around the world written during the last century. Texts have been selected on the bases of the degree to which and the specific manners in which they may be said to contribute to a characteristically "modern" sense of human existence and the function of narrative art. Through textual analysis, an effort will be made to compare and contrast various versions of the modern experience as produced by such authors as Gogol, Melville, Mansfield, Joyce, Lawrence, Cather, Tolstoy, Chekhov, Kafka, Hemingway, Lessing, Borges, Barth, Boll, Mishima, Achebe, Erdrich, and Atwood. *3 semester hours*

### EN 286 Existential Literature

This course is a study of the existential world view as one of the most important bodies of thought in the 19th and 20th centuries. Absurd thought will be studied, also, as a closely related view of the nature of human life. Existential and absurd values will be used to confront the following problems: human freedom vs. biological and social determinism, the creation of life meaning vs. the surrender to nothingness implicit in suicide, belief in God vs. affirmation of a humanly centered world, and contribution to society vs. nihilistic withdrawal.

Emphasis will be placed on the perception that existentialism is a positive, even optimistic, philosophy of life, that it is not nihilistic and pessimistic, as it is sometimes misunderstood to be. Emphasis will also be placed on the fact that existentialism is not necessarily atheistic, that some of the prominent exponents of existential thought have written of their belief in God.

Among the authors to be read are Kierkegaard, Nietzsche, Dostoyevsky, Sartre, Kafka, Faulkner, Beckett, and Camus. *3 semester hours*

### EN 289 Modern Women Writers

The course is a study of prose works by English, American, Canadian, and Australian writers of the 20th century, with particular emphasis on their efforts, in creating fictional characters and situations, to understand or solve the problems faced by women in their various roles, especially when these and society's expectations conflict with their development as individuals. There will be continuing attention to the growth of women as writers. Authors will include Zelda Fitzgerald, Virginia Woolf, Kate Chopin, Edith Wharton, Sylvia Plath, Anne Tyler, Toni Morrison, Margaret Atwood, Jill Ker Conway, and a current addition. *3 semester hours*

### EN 290 Literature of the Holocaust

After an introduction to the historical, political, and social backgrounds of the Holocaust, this course will investigate through literature the systematic genocide of Jews and other groups by Germany (1933-1945). The course will seek to discover how the Holocaust came about and what it means now to our understanding of human nature and of our civilization. Readings will include Appelfeld's *Badenheim, 1939*, Weisel's *Night*, Borowski's *This Way to the Gas, Ladies and Gentlemen*, Levi's *Survival in Auschwitz*, Epstein's *King of the Jews*, Schwarz-Bart's *The Last of the Just*, and Singer's *Enemies, A Love Story*. *3 semester hours*

### EN 294 Literary Investigations of Death

Any thoughts about the meaning of death are thoughts about the meaning of life. Literature speaks often of matters which everyday conversation avoids, and literature has dealt constantly with death. This course will examine how authors from various cultures, ancient and modern, have viewed death. The course will examine these different views without philosophical or theological assumptions, leaving the student free to decide which views are useful. Among the works to be read are Gilgamesh, Genesis, Charlotte's Web, The Sorrows of Young Werther, No Exit, "Death in Venice," "The Death of Ivan Ilych," and The End of the Affair. *3 semester hours*

### EN/W 290 Writing Tutor Training

This course will prepare students to serve as paid writing tutors at the University. Tutors-in-training will learn strategies to help other writers develop ideas and write effectively. The course will provide some hands-on tutoring experience during the fall semester; students will be expected to carry out supervised tutoring (for one additional credit) in the second semester. *3 semester hours*

### EN/W 295 Composition and Style

This course is designed as an intermediate course in basic non-fiction prose for those who wish to work further than EN 11 on their writing skills. Emphasis will be on the cultivation of an individual style in short essays on everyday topics. *3 semester hours*

### EN/W 300 Creative Writing

Designed to foster creativity and critical acumen through extensive exercises in the composition of verse, fiction, and drama. A workshop course. *3 semester hours*

### EN/W 302 Creative Writing: Poetry

Basically this is a workshop course concentrating on the analysis and criticism of student manuscripts, though a portion of the course will be devoted to a discussion of major trends in contemporary poetry and significant movements of the past. Consideration will be given to traditional forms, such as the sonnet and villanelle, as well as to modern experimental forms and free verse. Students will be advised how to prepare and submit manuscripts to publishers. *3 semester hours*



**EN/W 304 Creative Writing: Drama**

For the student who desires a workshop approach to the composition of drama for the stage. Attention will be given to the physical aspects of the stage and to problems of acting and production as they impact on the written word. The course will concentrate on analysis of student manuscripts, and there will also be some discussion of the work of major playwrights to illustrate various aspects of dramatic technique.

*3 semester hours*

**EN/W 305 Creative Writing: Fiction**

For the student seeking an intensive workshop approach to the composition of fiction. Emphasis will be on the short story form, with some attention given to novella and full-length novel for students desiring to work in those forms. The course is mainly concerned with analysis of student manuscripts, though there will also be some discussion of the work of significant authors (past and present) as a way of sharpening the student's awareness of technique. The literary marketplace for fiction will also be discussed.

*3 semester hours*

**EN/W 306 Writing for Children and Adolescents**

This is a workshop course designed to help the student develop and appreciate the art of writing for children and adolescents. Emphasis will be on the analysis of student manuscripts with special attention given to the short story. The student will be exposed to some of the technical aspects of the writer's craft, i.e. proofreading, galleys, the editor's role, etc. The preparation and submission of manuscripts will be discussed in detail.

*3 semester hours*

**EN/W 307 History of Rhetoric and Contemporary Applications**

Throughout the centuries, rhetoric – the study and practice of effective communication – has been a cornerstone of liberal education. In this course, students will examine the history of rhetorical theory and apply its insights to their own writing. Students will read selections from Classical, Medieval, Renaissance, Enlightenment, and contemporary rhetoric and will practice skills essential for persuasive writing, such as audience analysis, invention, arrangement and the development of style.

*3 semester hours*

**EN/W 308 Writing Fantasy, Science Fiction, and Suspense**

Students will study appropriate models written in the genres of fantasy, science fiction, and suspense. They will concentrate on classroom exercises and extended writing projects to gain proficiency in writing these genres. Special attention will be given to how these modes differ from more realistic types of literature and how to generate in the reading audience a receptive state of mind.

*3 semester hours*

**EN/W 309 Topics and Techniques for Women Writers**

In response to feminist commentaries on the problems encountered by women writers, students will seek to understand them through selected readings from eminent critics and contemporary authors, and to overcome them in weekly writing assignments with a gender orientation. These may be familiar

essays, personal memoirs, fictional vignettes, persuasive argument, or literary criticism. Ultimately they will be encouraged to develop their special assets as writers on feminist topics. The seminar will consist of workshop discussions in which peers evaluate each other and themselves in terms of their individual writing goals and their techniques for achieving them. All applicants for the course are invited to consult the instructor for clarification of its purpose, but such consultation is not required.

*3 semester hours*

**EN/W 311 Advanced Composition**

This course fosters mature writing skills through an intensive focus on rewriting, diversified writing projects, workshop exercises, and exchanges. Students are taught how to analyze and imitate style, how to write effective argumentation and satire, and how to write for publication.

*3 semester hours*

**EN/W 312 Writing Research Papers**

The purpose of this advanced writing course is to further develop the skills necessary to write research papers, including the skills of interpretation, critical thinking, and argumentation. The course will focus on four principal areas: 1) techniques of reading and assimilating source material; 2) appropriate use of source material in writing assignments (including topics such as effective use of quotations, methods of documentation, and plagiarism); 3) short writing assignments that require different methods of using source materials; and 4) the process and writing of a major research project.

*3 semester hours*

**EN/W 313 Oral Interpretation of Literature**

An introduction to the art and techniques of reading literature to an audience. Using poems and excerpts from short stories, novels, and essays, as well as scenes and monologues from plays, students will learn how to analyze the dramatic situation in a piece of literature, identifying its speaker, audience, setting, message, purpose, and tone. They'll learn how to edit longer pieces, how to prepare a reading script, how to work with that script in hand. And they will receive instruction in vocal techniques and speech to help them become better oral readers. EN/W 313 is especially recommended for English, Fine Arts, and Education majors.

*3 semester hours*

**EN/W 314 Speech: Writing and Delivery**

An introduction to platform speaking. This course includes training and practice in the preparation and delivery of a speech. It also includes an introduction to the techniques of argumentation and persuasion.

*3 semester hours*

**EN/W 317 Traditional and Structural Grammar**

This course has the primary function of providing a solid background in traditional and structural grammar so that students can apply this background to what they write and how they write it. Therefore, students will apply to their own writing what they learn about the parts of speech and about phrases, clauses, and sentences. To achieve greater linguistic sensitivity and mastery, students will also learn how to analyze both the smaller components of language (sounds and word segments) and the more complex and elusive elements of style.

*3 semester hours*



**EN/W 320 Freelance Journalism**

An overview of freelance writing opportunities in the consumer press, specialty publications, and the electronic media. Examines commercial writing forms including news and magazine stories, radio and video scripts, press releases, brochures and advertising copy. Tips on how to get started, where the money is, what sells and what doesn't. Guest speakers: graphics designers, photographers, video producers, journalists, and free lancers making a living in the communications field.

*3 semester hours*

**EN/W 321 Contemporary Journalism**

This course prepares writers for journalism of the future, particularly print. Readers will depend more and more on newspapers, magazines, and magapapers for reflective, interpretive, and creative writing to complement broadcast journalism's "on-the-spot and at-the-moment" coverage of hard news. Emphasis is on quality of thought and writing, not on quantity and rapidity of deadline writing.

*3 semester hours*

**EN/W 322 Introduction to Writing for the Press**

A first course in the unique requirements of reporting and writing for newspapers. How to decide what is newsworthy; gathering the facts and covering a beat; structuring the story; working with editors; interviewing. An important course for those students considering journalism as a career, whether for newspapers or for corporate publications.

*3 semester hours*

**EN/W 326 Writing the Feature Story**

This course covers the process of writing magazine and newspaper feature articles from conception to final draft. Emphasis is on ways to develop story ideas, story structures and storytelling techniques. It also examines the craft of interviewing through practical exercises designed to hone note-taking and listening skills. Analytic reading exercises include the works of major nonfiction writers such as Calvin Trillin and Edna Buchanan.

*3 semester hours*

**EN/W 332 Business Writing**

Course introduces various forms of business writing, e.g., memos, letters, reports, news releases, advertising, speeches, employment resumes. Student teams will conduct major projects at corporations and nonprofit organizations. In-class exercises and homework will hone basic writing skills as they apply to business communication.

*3 semester hours*

**EN/W 333 Corporate Communication**

The course provides a contemporary overview of various facets of communication within a corporate environment. It introduces students to the principles, tools and techniques of corporate communication, exposing them to issues such as intercultural and nonverbal communication, positioning, and electronic communication. The syllabus will cover topics such as interviewing skills, crisis communication, career planning and marketing, visual communication, event management, and direct mail. The course consists of lectures,

class discussion groups, assignments and projects, and guest lectures by corporate communication professionals. This course will be extremely helpful to those students who already have a grounding in business writing and presentation skills.

*3 semester hours*

**EN/W 335 Writing About Science and Technology**

Introduces the student to writing about science and technology in a variety of formats. Course prepares the student to write articles for newspapers and magazines (e.g., Discovery, Smithsonian, American Health, Science, National Geographic). Students will also be introduced to specialized writing, e.g., technical reports, instructional material, proposals. In all cases, the stress is upon good, clear writing. Course equally appropriate for science and nonscience majors.

*3 semester hours*

**EN/W 338 Persuasive Writing**

This course is for students who wish to strengthen their skills in argumentation. Students will write to a variety of audiences in a variety of forms, such as editorials and proposals. Revision will be emphasized: classes include some workshops and several peer editing sessions. Students will be encouraged to develop a clear, forceful prose style.

*3 semester hours*

**EN/W 341 Writing Creative Nonfiction**

Students should select this as one of their final writing courses. Requires much field research time and the reading of many articles and books by writers such as: Lewis Thomas, John McPhee, Annie Dillard, Gay Talese, Joan Didion, George Plimpton, Edward Hoagland, Jan Morris, Tom Wolfe. Writing and revision every week and one major piece that requires an entire semester to research and write. Designed for those serious about writing professionally.

*3 semester hours*

**EN/W 343 Dramatic Writing for Film and Television**

Writing proposals, outlines, scene breakdowns, and master scene scripts that treat serious topics on the human condition in an entertaining, informative, dramatic way, i.e., stories more suited to the Hallmark Hall of Fame than to L.A. Law.

*3 semester hours*

**EN/W 345 (Fall) or EN/W 346 (Spring) Internships**

The intern program allows students to gain on-site experience in the fields of journalism, publishing, and public relations through supervised work for local newspapers, magazines, publishers, and news agencies. These positions are available upon recommendation of the Department Intern Supervisor, under whose guidance the students assume the jobs, which require 10 to 15 hours a week.

*3 semester hours*

**EN/W 347 (Fall) or EN/W 348 (Spring)  
Independent Writing Project**

Individual tutorials in writing.

*3 semester hours*

### EN 343 Religious Themes in Twentieth Century Literature

This course examines both the form of critically acclaimed literature of the late twentieth century, and the authors' focus on fundamental religious issues: the human search for meaning, belief and unbelief, the experience of grace and the Transcendent, the nature of sin and of forgiveness, the need for and experience of a community of belief, the demands of discipleship.

3 semester hours

### EN 344 African American Fiction: 1940 - present

A comparative study of novels by African American men and women. Begins with Richard Wright's *Native Son* and Ann Petry's *The Street*, includes authors such as Ralph Ellison, Dorothy West, Alice Walker, Ernest Gaines, Terry McMillan, David Bradley, and concludes with works published in the 1990s. Exploring race and gender in the United States from both male and female perspectives, the course will focus on topics such as family, religion, slavery, urban experience, education, and history.

3 semester hours

### EN 348 Contemporary Women Writers of Color

This course offers a "different" perspective on American literature, one that both continues and challenges that multi-voiced tradition. Focuses on works by Native American, Asian American, African American, and Latina women writers, from the mid-70s to the 90s, considering issues of race, gender, ethnicity, class, especially as these contribute to concepts of identity, for both the individual and the community. Authors may include Sandra Cisneros, Julia Alvarez, Leslie Silko, Louise Erdrich, Gloria Naylor, Octavia Butler, Amy Tan, Cynthia Kahohata, Bharati Mukherjee.

3 semester hours

### EN 350 Major Authors in English Literature I

This is a course designed to provide English majors with an introduction to major literary figures and critical works of each important period in the development of English literature. The first semester, EN 350, deals with authors from Chaucer to Samuel Johnson.

3 semester hours

### EN 351 Writing the Immigrant Experience: Novels of Dislocation and Identity

Moving to a new country causes a loss of identity; creating a new way of life involves building a new self. The novels we read in this course chart the ways different immigrants to the United States respond to the need to recreate the self. The writers grapple with a new language and cultural obstacles; we will explore the ways in which identity is created through this experience. The immigrant shapes a new self by assimilating into the dominant culture or marking one's difference from it. We will look for what all these writers have in common as they use fiction to create a new identity, and we will ask what it means to "be an American" in a multi-ethnic society.

3 semester hours

### EN 352 Chaucer

The course will consist of a close reading, in middle English translated on the page, of Chaucer's major work, *The Canterbury Tales*. Classes include discussions of the themes, characterizations, literary genres, philosophical concepts, stylistic techniques, and pure charm of this monument of Western literature. Although background material will be provided or assigned as necessary, concentration will be on the text itself rather than on critical or historical commentary.

3 semester hours

### EN 353 Comparative Literature of the Renaissance

This course will examine works of major Continental Renaissance authors, in translation from the Italian, French, Spanish, and Latin. Authors will be chosen from the following: Ariosto, Boccaccio, Castiglione, Cellini, Cervantes, Dante, Erasmus, Machiavelli, Montaigne, Petrarch, Rabelais. Themes studied will include the development of the individual and society, various definitions of love, and religious beliefs. The course will also work toward developing strategies of interpretation for that distinctive Renaissance attitude of serious play manifested by many of these authors, in which they can seem to make fun of or treat lightly their own serious, basic values.

3 semester hours

### EN 354 English Renaissance: Literature of Love

Since almost all non-dramatic literature of the English Renaissance is concerned with some dimension of love, the major authors of this period can be approached through this theme. The course will examine short works chosen from those by Wyatt, Surrey, Ascham, Raleigh, Sidney, Marlowe, Shakespeare, Donne, Jonson, Marvell, Herbert, Vaughan, and Milton, as well as selections from Spenser's epic poem. In their works these authors explore many kinds of love — human, divine, sacred, profane, sexual, mystic, Platonic; love of man or woman, love of God, love of art. Through metaphors and poetic devices, these authors typically use love as an organizing principle to make comprehensible their Renaissance world, with its amalgam of classical and Christian values.

3 semester hours

### EN 355 Shakespeare I: The Elizabethan Age

A study of Shakespeare's earlier comedies and history plays. Works include *The Comedy of Errors*, *The Taming of the Shrew*, *A Midsummer Night's Dream*, *Richard III*, and *Henry IV, Part One*. *Romeo and Juliet* is also studied as an early tragedy.

3 semester hours

### EN 356 Shakespeare II: The Jacobean Age

A study of Shakespeare's later comedies and the tragedies. Plays include romantic comedies (*As You Like It*, *Twelfth Night*), tragedies (*Hamlet*, *Othello*, *King Lear*), problem comedies (*All's Well that Ends Well*, *Measure for Measure*), and romances (*The Tempest*).

3 semester hours



**EN 358 17th English Literature**

A selective survey of 17th century English literature which includes the drama, poetry, and prose of the century. Selected works from: Donne, Jonson, Webster, Herbert, Herrick, Suckling, Lovelace, Marvell, Crashaw, Bunyan, Walton, Pepys, Behn, and Cavendish. *3 semester hours*

**EN 359 Milton**

The study of the development of a poetic genius. The course proceeds from Milton's early poems, through his controversial prose, to his mature masterpieces: *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. *3 semester hours*

**EN 360 Major Authors in English Literature II**

This is a course designed to provide English majors with an introduction to major literary figures and critical works of each important period in the development of English literature. The second semester, EN 360, is devoted to writers from William Blake to Dylan Thomas. *3 semester hours*

**EN 361 18th Century English Literature**

A selective survey of 18th century English literature. Authors studied include Pope, Swift, Gray, Johnson, Boswell, Goldsmith, Burns, and Montague. *3 semester hours*

**EN 363 Sex and Sensibility:****Approaches to the Study of Women's Writing**

This course examines a variety of fiction by women, from the late seventeenth century to the present; various feminist critical approaches are studied and applied to the fiction, so that students become familiar with feminist critical interpretation. We will identify particular themes, structures, and techniques that mark women's fiction, and consider them as responses to specific social and historical conditions. The course will define a range of categories, from feminist to feminine writing, covered by the term "women's fiction." *3 semester hours*

**EN 364 The Rise of the British Novel:****The Beginnings to Dickens**

An intensive study of the novel as a developing literary form over the first 150 years of its existence. Both stylistic and thematic aspects of this earliest or traditional phase of the novel are considered with regard to their historical evolution. Among the authors studied are Daniel Defoe, Henry Fielding, Laurence Sterne, Jane Austen, Emily Bronte, and Charles Dickens. *3 semester hours*

**EN 365 The Romantic Movement**

This course concentrates on the greatest poems and shorter lyrics by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Infused with high emotion, reverence for nature, imaginative symbols and innovative forms of expression; these poems are among the richest treasures of English literature. Mary Shelley's *Frankenstein*, a hauntingly provocative novel, will also be read. *3 semester hours*

**EN 366 20th Century Russian Novel**

A continuation of EN 373 – The Russian Novel and Western Literatures, this course assumes some knowledge of nineteenth-century Russian writers. The course is also comparative in scope: as students read works by Russian and Soviet authors, they study parallel texts by Western and East European novelists. Course begins with the "Silver Age," then moves to post-Revolutionary fiction and versions of dystopias; later sections consider problems of exile and dual identity, as well as the effects of the Stalin years, ending with a contemporary portrayal of life in Leningrad. *3 semester hours*

**EN 367 Victorian Poetry & Poetics**

A study of poetry and theories of poetry by Victorian men and women. This course will examine the various and varying concepts of "self" vis-a-vis Victorian culture, religion, science, politics, and sexuality in the works of some major poets. Beginning with Arnold and ending with Wilde, the course will explore the poetics of literary movements such as Victorianism, Pre-Raphaelitism, Decadence, Aestheticism, and Symbolism. *3 semester hours*

**EN 369 Irish Literature**

The purpose of this course will be to study the coming together of many apparently unrelated phenomena around the turn of the century to produce a unique and most unlikely phenomenon: the Irish Literary Renaissance. Initially, the course pursues readings in Irish history to firmly establish the background against which the drama of the Renaissance was played. The founders of the Abbey Theatre (Yeats, Lady Gregory, Martyn) and the Abbey's greatest products (Synge and O'Casey) will be read. The flowering of a poetry inspired by peculiarly Irish feelings, and carried out by a peculiarly Irish genius will then be read (Yeats, Stephens, Colum, "A.E.," Clarke, Campbell, and the '16 poets). In narrative prose, Joyce, Stephens, Moore, O'Kelly, MacNamara, O'Flaherty, O'Connor, O'Faolain, Lavin, and Beckett will be considered.

The course concludes with an evaluation of this Renaissance in terms of world literature, and a study of the literary descendants of the Revival (Behan, Johnston, Carroll, O'Brien, Macken, Kavanagh, McGahern, and others).

*3 semester hours*

**EN 370 Victorian Novels**

This course will forge a sense of continuity from the emergence of the novel in the 18th C. to the development of the modern novel in the 20th C. By examining the various narrative strategies employed by writers during the 19th C. it will re-address central Victorian concerns such as the tensions between the classes and the contentions between the sexes. This course will also help situate the origins of ideological, psychological, and social issues that come to dominate the modern novel by deconstructing the discourses of "self," "woman," "sexuality," and "family/marriage." We will read Sand, Eliot, Dickens, Thackeray, Pater, Hardy, and Michel Foucault. *3 semester hours*



**EN 371 African-American Women's Writing**

This course offers a comprehensive study of writing by African-American Women, from the mid-nineteenth century to the present, including autobiography, poetry, drama, and fiction. Begins with a slave narrative, then moves to the turn of the century and the Harlem Renaissance; later writers may include Hurston, Petry, Shange, Brooks, Lorde, Margaret Walker, Paule Marshall, Alice Walker, Toni Morrison and Gloria Naylor. 3 semester hours

**EN 372 Comedy**

A survey of various forms of literary, dramatic and film comedy from Aristophanes to Joseph Heller. Emphasis is on how comic writers and directors use structure, character, tone, and convention to create comic forms, including festive comedy, satire, comedy of manners, farce, and black comedy. 3 semester hours

**EN 373 The Russian Novel and Western Literature**

A comparative study of major Russian authors of the nineteenth century and their contemporaries in France, Germany, England, and America. Course begins with short fiction and then moves to novels such as *Père Goriot*, *Crime and Punishment*, *A Hero of Our Time*, and *Madame Bovary*. Russian writers include Pushkin, Gogol, Lermontov, Dostoevsky, Turgenev, and Tolstoy. Possible topics for discussion include the role of marriage and attitudes towards the family, urban vs. rural existence – especially the role of the city, the fantastic in literature, narrative technique and the development of nineteenth-century fiction. 3 semester hours

**EN 374 The Modern British Novel: Henry James to the Present**

An analysis of significant developments in the British novel which occurred between the end of the 19th century and the contemporary period. Particular attention is paid to the great experimental novelists whose innovations radically changed the novel as a literary form and reflector of reality, writers such as Henry James, Joseph Conrad, D.H. Lawrence, James Joyce, and Virginia Woolf. 3 semester hours

**EN 375 Postmodernism in World Literature**

A continuation of EN 397 (Modernism), this course will explore fiction from 1945 to the present, as well as theories of the postmodern. Writers may include Beckett, Borges, Robbe-Grillet, Nabokov, Calvino, Brooke-Rose, Morrison, Handke, Auster. Some topics for discussion will be reflexivity, detection, labyrinths, madness, urban experience, gender and creativity. 3 semester hours

**EN 376 Inside Modern Drama**

Selected readings from Ibsen to the present. The focus of the course will be on structural and thematic analysis of major modern plays. There will be special consideration of cultural movements from which the plays arise. 3 semester hours

**EN 377 Contemporary Drama**

A critical analysis of the contemporary drama from Beckett to the present. Topics for study will include: The Romantic Survival, Social Realism, Poetic Drama, Existential Drama, and Theatre of the Absurd. Particular emphasis will be placed on the role of the playwright as spokesman for his time. Trips to local theatres and to New York City will complement the class discussions. 3 semester hours

**EN 378 The Spirit of Place — Environment as a Shaper of Identity in America**

This course explores the psychological, sociological, and physical effects of the American Environment from the East coast to the West coast through essays, drama, novels and poetry. Through the writings of Arthur Miller, Tennessee Williams, Robert Frost, Emily Dickinson, Willa Cather, Edith Wharton, Nathaniel West, Wendell Berry, Philip Levine, M. Scott Momaday, among many others, the students will study the connection between place and soul as the sociological history of America unfolds chronologically. The student will be able to better understand his/her identity rooted in a particular place through the mirror of the literature. 3 semester hours

**EN 379 Film and Literature**

This course begins with a survey of the film industry's historical dependency upon literary properties. A comparison analysis is made of specific films adapted from novels, plays, short stories, and poems. The overall intention of this course is to provide the student with a historical and critical perspective on the film as an art form. 3 semester hours

**EN 380 Colonial American Literature**

A survey of American literature between 1620 and 1830, focusing on the historical, theological, political, and personal contexts that conditioned the development of a recognizably "American" mode of literary representation. Authors include Shepard, Bradstreet, Rowlandson, Wheatley, Jefferson, Franklin, Brown, and Irving. 3 semester hours

**EN 381 American Romanticism**

A survey of American literature between 1830 and 1865, focusing on the relationship between this literature and the cultural and political history of the period. Authors will include Emerson, Fuller, Poe, Hawthorne, Melville, Douglass, Fern, Jacobs, Whitman, and Dickinson. 3 semester hours

**EN 382 American Literature: 1865-1920**

This course concerns itself with the evolution of American realism after the Civil War and the subsequent naturalistic movement in American Literature. The writings of Twain, Howells, DeForest, James, Crane, Dreiser, and others. 3 semester hours

**EN 383 American Literature: 1920-1950**

The development of the modern American writer will be traced from the post-World War I era through the Depression and to the period immediately following World War II. The writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow, and others. 3 semester hours

**EN 384 American Literature: 1950-1980**

Significant developments in American fiction and poetry from the period immediately following World War II to the present. The writings of Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlinghetti, Sexton, and others.

*3 semester hours*

**EN 385 The Frontier in American Literature**

An exploration of the ideological significance of the frontier in American literature and culture. After a brief survey of colonial encounters in the Americas, from Columbus to the Revolution, we will closely examine the changing representations of the frontier in nineteenth-century American literature and twentieth-century film.

*3 semester hours*

**EN 386 Native American Literature**

The major focus of this course will be on novels, short stories and poems written by American Indian writers during the twentieth century. For purposes of background some attention will also be given to a number of significant works composed prior to this century. The texts will be examined primarily for their literary value, yet the course will also examine the broad image of American Indian culture that emerges from these works. Attention will be given to the philosophical, historical and sociological dimensions of the material.

*3 semester hours*

**EN 387 The American Novel**

Tracing the American novel from its imitative beginnings to its development as a unique literary form is the matter of this course. Representative novels by Hawthorne, Melville, James, Faulkner, Bellow, etc., will be examined during the semester.

*3 semester hours*

**EN 389 Literature and Religion:****The American Experience**

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religio-ethical matters as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions.

*3 semester hours*

**EN 390 Modern Poets and Belief**

A reading of Yeats, Hopkins, Eliot, Frost, and Stevens. These poets — important in themselves — adopt various strategies in confronting the modern industrial and technological world. Their individual beliefs offer a momentary stay against confusion and provide striking contrasts.

*3 semester hours*

**EN 391 Myth in American Literature**

This course starts with an introduction to myth, in general, as an imaginatively conceived worldview or explanation of the meaning of life. Among the topics to be considered are the nature and genesis of myth, and the function of myth for the

individual in the search for meaning and for the community in its search for collective meaning.

These ideas will then be applied to mythic themes which have given structure to the American experience, particularly to the Myth of Adam, the Fall, the Seduction of Innocence, and Coming of the Tragic Hero, and Rebirth and Redemption.

Among the American authors to be read are Emerson, Hawthorne, Melville, Howells, James, Dreiser, Fitzgerald, Faulkner, Flannery O'Connor, and Vonnegut.

*3 semester hours*

**EN 392 The City in Literature**

This course will explore literary evocations of the city, focusing in Fall 1990 on the nineteenth and twentieth centuries, from an international and interdisciplinary perspective. In many ways, a city is as much a mental landscape as a physical one; books on the city refer to it as image, idea, metaphor, vision, myth, catalyst. We will consider how these terms apply to a representation of a metropolis, as well as how one can look at the city as artifact, fiction, construct. Other possible topics for discussion include the traditional dichotomy of country vs. city, the relationship between gender and urban representation, and the connections between literature and other fields. Authors may include Balzac, Dostoevsky, Rilke, Woolf, Flanner, Dublin, Naipaul, Mahfouz, Achebe, Konrad, Marshall, Calvino.

*3 semester hours*

**EN 393 James Joyce's Ulysses**

Analysis and interpretation of James Joyce's comic novel, *Ulysses*. Emphasis will be on intensive reading of the text and extensive reading of related criticism and scholarship. Prerequisite: Reading of *Dubliners* and *Portrait of the Artist as a Young Man*.

*3 semester hours*

**EN 394 The Inklings:****Tolkien, C.S. Lewis, Charles Williams**

"The Inklings" were a remarkable group of Oxford dons whose writings still influence millions of readers. As a recent literary phenomenon they deserve serious attention, both as a group and individually. The course will concentrate on their fictional works (the making of Other Worlds) as well as their literary theories. Some acquaintance with Tolkien's *Lord of the Rings* is presumed.

*3 semester hours*

**EN 395 The Adolescent in Literature  
(Coming of Age in Literature)**

This course addresses itself to two concerns: a study of the evolution of the idea of adolescence and the appearance of the adolescent in literature, and preparation for those who intend to teach English in high school. The course involves a study of the subject from an interdisciplinary perspective. Students are responsible for an independent study presentation. Works studied may include: Henry IV, Parts 1 and 2, Romeo and Juliet, The Diary of Anne Frank, and fairy tales and poems about coming of age.

*3 semester hours*

### EN 396 The Quest for Meaning in Children's Literature

There is a large body of important literature for and about children which merits the attention of all serious students of literature. This course is an in-depth study of the search for existential meaning in some old and modern works which reflect the child's view of the world and the adult's view of childhood. Readings will include Classic Fairy Tales (ed. by Opie), Grahame's *The Wind in the Willows*, E.B. White's *Charlotte's Web*, O'Dell's *Island of the Blue Dolphins*, and O'Connell's *Childhood*. This course is not open to students who have taken EN 293, *Classics in Children's Literature*.

3 semester hours

### EN 397 Modernism in World Literature

A comparative study of the period from roughly 1885-1940, focusing on fiction but also including poetry as well as developments in the other arts (painting, architecture, music, film). The course considers various concepts of modernism and the avant garde, beginning with Baudelaire; authors may include Hamsun, Kafka, Proust, Gide, Woolf, Stein, Olesha, Barnes, Bulgakov, Beckett, Hurston, Pirandello, Nabokov, Ellison, Garcia Marquez, Morrison. Possible topics for discussion are changing views of time and space, experiments with narrative development and presentation of character, the role of technology in twentieth-century culture, and new theories of language and the psyche.

3 semester hours

### EN 398 Women and Fiction: An International Perspective

A comparative study of fictional works by women, from the eleventh century to the present. The course begins with discussion of issues raised in Woolf's *A Room of One's Own*, and then moves back in time to consider *The Tale of Genji* and *The Princesse de Cleves*, before focusing on twentieth-century writers from a range of national literatures and cultural backgrounds. Authors may include Wharton, Petry, Lispector, Colette, Gordimer, Lessing, Voznesenskaya, Woolf; topics to address are women's creativity and their strategies in fiction, their roles in the family, love and/or marriage, work — whether domestic or public, women's relationship to the polis — community, city, state — and their contribution to its culture.

3 semester hours

### EN 399 Independent Study

See Department Chair for details.

3 semester hours

Program in

## Environmental Studies

**Director:** Newton (*Philosophy*)

**Liaison Faculty:** W. Abbott (*History*); R. Chambers (*Biology*); L. Kazura (*History*); V. Newton (*Physics*); M. Tucker (*Business*)

**Adjunct Faculty:** E. Chambers; C. Dillingham; B. Marie-Daly; R. Webber

As national and worldwide concern for the deterioration of our natural environment increases, it becomes imperative to subject environmental issues to systematic analysis and study. An understanding of these issues will complement and enhance careers in law, academics, health sciences and business, and give citizens the information they need to take an active and intelligent part in their own governance.

Since the issues of the environment, whether appearing in professional life or in the political arena, are couched in the language of values and moral choice, their consideration is particularly appropriate in universities committed to serious study of the ethical dimensions of public policy. To make such consideration possible, Fairfield's Program in Environmental Studies offers a series of core and elective courses and seminars, and a 15-credit minor.

### Requirements for the Minor:

A student will be able to minor in Environmental Studies by taking at least 15 credits of courses that focus on the environmental issues from a variety of disciplinary perspectives. The normal selection includes:

1. Biology coursework selected from:  
BI 75 Ecology and Society  
BI 105 Introduction to Environmental Science  
BI 260 Ecology
2. Physics  
PS 93 Energy and the Environment
3. Business  
BU 120 Environmental Management and Policy
4. Coursework in Applied Ethics selected from:  
AE 284 Ethics and the Environment  
AE 297 Ecofeminism



5. History  
HI 362 The Frontier: Man, Nature and  
the American Land
6. Environmental Studies  
EV 299/ Independent Study  
399 on the Environment
7. Required capstone experience  
EV 300 Seminar on the Environment

A course in statistics is highly recommended. Students are permitted to double-count Environmental Studies courses with core requirements. Furthermore, if permitted by one's major department, appropriate major courses may be used to double-count with the Environmental Studies minor. Substitutions for courses listed above may be approved by the program director in individual cases. Note, however, that no substitutions will be permitted for the required capstone seminar, EV 300.

## Courses and Seminars:

### BI 105 Introduction to Environmental Science

The science of the environment will be presented through examination of the interconnections among physical, chemical and biological fields of inquiry. During the semester, field and laboratory studies of campus environments will be completed as part of a long-term monitoring program. Human impacts on the environment will be measured directly with land-use analyses, water quality assessments and biological surveys. Students will develop an informed scientific basis on which to formulate their own perspectives on living in the environment.

3 semester hours

*Note: Descriptions for BI 75 and BI 260 can be found under the Biology Department listings.*

### PS 93 Energy and Environment

This course introduces topics relating to work, energy, and power. Many of the environmental consequences resulting from our use of energy will be explored. The finite nature of our fossil fuels will be examined, as well as many of the alternatives to energy resources, including solar energy, wind, tidal, and geothermal energy, nuclear fission, and nuclear fusion. Mathematical prerequisites are limited to arithmetic and simple algebra.

3 semester hours

### BU 120 Environmental Management and Policy

This course provides an opportunity to consider the environmental impact of policy decisions, business decisions in the context of environmental concerns, and environmental issues in economic contexts. There are no prerequisites. The course format combines readings, cases, simulations, in-class discussions, student papers and presentations.

3 semester hours

### AE 284 Ethics and Environment

This course describes the controversial problems surrounding the understanding, utilization, and preservation of the natural environment. A preliminary study of the scientific, legal, and ethical principles governing our approach to nature, and the complex interrelation of these principles, will be followed by an examination of salient environmental issues. Conservation of resources, population growth, energy use, pollution, and global climate change will be explored from biological, economic, political and philosophical perspectives. Opportunities will be provided for students to follow up problems of special interest.

3 semester hours

### AE 297 Ecofeminism

This course explores the historically strong association between women and nature, in which the image of Mother Earth is central, and critiques the power-as-domination assumption of our culture shown in the exploitation of women and of the earth itself. Religious, psychological, social, historical and scientific manifestations of this assumption will be examined, along with alternate models of power and responsibility. Prerequisites: PH 10 and RS 10.

3 semester hours

### HI 362 The Frontier: Man, Nature, and the American Land

The interaction of man and the American land from the earliest colonial settlements to the present. The course includes an analysis of the Turner thesis; a survey of regional evolution (New England and the Southwest, for instance); the westward movement; the experience of pioneer women; and mining, cattle and farming frontiers. Finally, the course examines changing attitudes toward the environment as reflected in the writing of American naturalists. Man and the environment in different eras of the American past.

3 semester hours

### EV 300 Seminar of the Environment (Capstone Experience)

Environmental Studies naturally integrates the hard sciences (biology, chemistry, and physics), the social sciences (including politics, law, and business) and the humanities (especially English literature and religious studies). It already has its own ethics component, interdisciplinary in content between policy studies and philosophy.

The Capstone Experience will provide each student with an opportunity to review perspectives on the natural environment from each of these disciplinary groups, and to conduct an independent research project which must demonstrate, in one limited problem, a mastery of the scientific basis, the policy options, the ethical implications of these options and their larger cultural significance.

3 semester hours

### EV 299/399 Independent Study on the Environment

Any student may propose, and having acquired support from one faculty member and the dean proceed to execute, an interdisciplinary project on environmental issues. EV 299 may be taken at any stage in the student's career; EV 399 is reserved for seniors who are minoring in Environmental Studies.

1-6 semester hours

Program in

## Faith, Peace and Justice Studies

**Director:** Cassidy

**Advisory Board:** Buss (*Economics*); Carrier (*Campus Ministry*); Fleitas (*Nursing*); Kahn (*Associate Dean*); L. Katz (*Business*); Lakeland (*Religious Studies*); Petry (*History*)

The Program in Faith, Peace, and Justice Studies is an expression of the Jesuit educational commitment which is fundamentally identified with the promotion of the values of peace and justice. The program is based on the principle that true peace is not only the absence of hostilities, but also requires the establishment of a just social order providing a decent and dignified life for all. Accordingly, the minor provides the student with an opportunity for the systematic study of a variety of issues in world peace and social justice, as well as an examination of how different religions and philosophical traditions have thought about these values.

A minor in Faith, Peace and Justice requires a total of 15 credits, distributed as follows:

1. PO 115 Introduction to the Study of Faith, Peace and Justice.
2. Three electives from the University curriculum chosen in consultation with the Director of the minor.
3. The concluding seminar.

The introductory course and the concluding seminar will be team-taught by two faculty drawn from among a variety of academic disciplines. Students may select their own electives, with approval of the Director, from any relevant courses in the University curriculum. Examples of courses students have taken in fulfillment of the electives requirement of the minor:

AH 190	Political Art
BI 75	Ecology and Society
EC 260	Marxism and Catholic Social Thought
EN 290	The Holocaust
FP 120*	Prophets of Nonviolence
FP 123*	Praxis of Faith and the Transformation of Culture
FP 125*	Homelessness: Causes and Consequences
HI 288-9	Latin America
PH 288	Social and Political Philosophy
PO 135	Peace and War in the Nuclear Age

RS 137	Feminist Theology
RS 177	Nuclear Ethics
SO 161	American Class Structure
SO 162	Race and Ethnic Relations
MG 355	The Business Firm in Contemporary Society

\*These three courses are not formally within a department in the University. They are specific to the minor and are summarized below. The other courses are described in the various department offerings in this catalog.

### FP 120 Prophets of Nonviolence

The goal of nonviolence is to return love for hate, ultimately overcoming evil with good. This course will introduce the student to the experience of nonviolence as expressed in the lives of Gandhi, Martin Luther King, Jr., Dorothy Day and Jean Vanier. Special attention will be given to the respective cultural and historical settings in which each individual lived. The student will also be faced with the implications of nonviolence for a life of faith committed to the struggle for peace and justice.

3 semester hours

### FP 123 The Praxis of Faith and the Transformation of Culture

This course is conceived as a response to the need in contemporary society for Christian faith to address culture on the basis of the gospel of Jesus of Nazareth. Implicit in this is the understanding that the Church and the gospel are themselves inculturated, that is, they do not stand outside the processes of culture, but carry specific embodiments of faith in cultural form. Thus, the meeting of faith and culture is an intercultural clash. In the course, faith will be defined as the praxis of the human journey to and with God. Christian faith is set within the horizon of the life of Jesus of Nazareth. Culture will be defined as those aspects of human consciousness, as well as the unconscious, and their embodiments in society that contain the various meanings we attribute to human life and the values we choose to live by. Culture is the matrix of political, economic and social structures of society.

3 semester hours

### FP 125 Homelessness: Causes and Consequences

Students will use theory, field experiences, reflection, and critical analysis to broaden and deepen their understanding of homelessness and homeless people. The causes and consequences of homelessness will be discussed from a variety of perspectives, with particular emphasis on ethics, social justice, and mental, physical, psychological and spiritual health. We will discuss the effects of homelessness on individuals, families, and society, and examine both short-range and long-range solutions.

3 semester hours

---

## Department of Fine Arts

---

**Professors:** P. Eliasoph, O. Grossman

**Associate Professors:** Heath, LoMonaco, Schwab  
(*Chair*), Sutherland

**Assistant Professors:** Blaettler, S.J., Mayzik, S.J.,  
Porter, Yarrington

**Instructors:** Shillea, Torff

**Lecturers:** Bailey, Coyne-Maxwell, Curry, S.J., W.  
Davis, Doktorski, Fitzsimmons, Heim Loggie, Janu-  
ary, Kenealy, Lacava, Mariconda, Mendelsohn,  
Nash, Reynolds, Sill, Slade, Winslow

**Instrumental Instructors:** Clark (*electric bass*),  
Herron (*bassoon*), January (*oboe*), Mariconda  
(*popular piano*), Naha (*guitar*), Oppenheimer (*harp*),  
Ranti (*trumpet*), Shillea (*clarinet*), Slade (*voice*),  
Sonkin (*classical piano*), Talalian (*cello*), Taylor  
(*trombone/low brass*), Vigdor (*saxophone*), TBA –  
*flute, percussion, violin/viola*

The **major** consists of a minimum 30 credits of coursework in the department of Fine Arts. At least 18 of those credits must be completed in a single area of concentration chosen by the student. Areas of concentration available to majors are: Art History (AH), Music (MU), Studio Art (SA), and Theatre (TA). The remaining 12 credits of coursework required for the major will be selected by the student in consultation with his/her faculty advisor.

A **minor** in Fine Arts can be obtained upon completion of 18 credits in one of the four areas of concentration: Art History (AH), Music (MU), Studio Art (SA), or Theatre (TA).

For further information about the curriculum and areas of concentration, consult the following professors:

Art History:	Philip Eliasoph
Music:	Richard Shillea
Studio Art:	Jo Yarrington
Theatre:	Martha LoMonaco

In order to satisfy the Fine Arts **core** requirement of six credits, students must take three credits in a lecture course from the areas of art history, music history,

drama, or film history. The remaining three credits may be taken from any of the Fine Arts course offerings.

Studio art and film courses require a materials fee. Students enrolling in these courses will be billed as follows:

All art studio and film history courses: \$35 per student per course.

Students who major or minor in the Fine Arts are also eligible for **internship programs**. Students may receive credit for gaining valuable practical experience in a variety of activities. Available internships include work at the Regina A. Quick Center for the Arts, local galleries, museums, historical societies, and television and radio stations. In addition, music students may intern in the management offices of the Greater Bridgeport Symphony Orchestra or the Connecticut Grand Opera and Orchestra in Stamford.

In addition to its regular courses, the Department sponsors a number of **student performing groups** including the Chamber Singers, the Fairfield University Symphony Orchestra, the Jazz Ensemble, and the World Music Ensemble. Members of these performing groups receive one credit for each semester. After three semesters, students may use the three credits to fulfill half of the Fine Arts core requirement. Additional non-credit performing organizations are the Glee Club, sponsored by Student Services, and the Pep Band, which is co-sponsored by the Athletic Department and the Music Division.

The Department also sponsors **student productions** in the newly renovated PepsiCo Theatre and in the Regina A. Quick Center for the Arts. Four to six performances annually feature student casts, production and management personnel. Students perform in works from classic and current repertoire using the newest theatrical technology.

## I. Art History

Central to the university's liberal arts tradition, the Art History program represents the best aspects of a humanities education. The Art History concentration has expanded in recent years and now offers a complete academic curriculum covering all the major movements and periods of western civilization as well as supplementary courses on the arts of Asia, Latin-America, Africa and tribal cultures.



The Art History program has successfully attracted many motivated and creative undergraduates who demonstrate their broad understanding and appreciation for the visual arts of painting, architecture, sculpture, photography and graphics. Through a cycle of courses studying the artistic heritage of the Ancient, Medieval, Renaissance, Baroque, Modern, American and Non-Western experience, Art History students develop critical skills of evaluation. With a strong emphasis on the relationship between historical research, written analysis and observational interpretation, students of Art History come to possess a powerful visual vocabulary. These interpretive skills are essential for professional gateways into teaching, museum and gallery curating, marketing and media careers and nearly every job requiring visual analysis. Previous students have earned positions in leading museums, art galleries, auction houses, publishing, architecture, and various design fields, as well as university teaching. A strong liberal arts education based in Art History has given students the necessary preparation for careers in medicine, law, management, and international relations.

Among the many outstanding resources and programs available to Art History students are specially arranged visits to major museums in New York and Connecticut with "behind the scenes" tours by curators; internships at regional museums and cultural organizations; "hands on" apprenticeships at the university's Thomas J. Walsh Art Gallery in the Quick Center for the Arts; ongoing research with the university's Metropolitan Museum of Art Cast Collection; and a number of specially arranged seminars and colloquia with internationally renowned art scholars and museum directors. All Art History majors are encouraged to participate in the university's international study opportunities, including the academic semester/year in Florence at the Lorenzo de' Medici - Art Institute of Florence. Since Art History is not a field presented to most high school students, declaration of the major often takes place once the student completes the general Survey of Art History I & II sequence. The Art History program allows students to integrate and expand their humanities experiences at Fairfield into a highly professionalized course of study with several rewarding career outcomes.

**All Fine Arts majors concentrating in Art History are required to take 30 credits as follows:**

AH 10-11 Introduction to Art History I & II (formerly FA 40-41)	6 credits
At least one studio arts course	3 credits
At least three upper level art history courses	9 credits

At least one semester of museum or gallery internship or an independent research project (seniors only)	3 credits
Any three courses from the Fine Arts Department (art history, music, theatre, studio art)	9 credits
Total for major	30 credits

**To complete a minor in Art History, students must complete a total of 18 credits as follows:**

AH 10-11 Introduction to Art History I & II (formerly FA 40-41)	6 credits
One studio art course (practical)	3 credits
Any three upper level art history courses	9 credits
Total for minor	18 credits

The format of all art history courses is illustrated slide lectures with informal student discussion. The rich heritage of the visual arts is presented in these slide lectures allowing students to observe the vast panorama of the visual arts. The courses listed below focus on the progressive stylistic developments of western art from prehistory to the present.

**AH 10 Introduction to Art History I —  
Caves to Cathedrals**

This course presents the history of art from its prehistoric beginnings to the highly developed forms of painting, sculpture, and architecture of the Gothic Age. In this survey from the caves to the cathedrals, we find how each civilization of the ancient and medieval world developed innovative techniques and artistic methods. This course teaches the basic concepts required for an understanding of prehistoric, Egyptian, Mesopotamian, Greek, Roman, and Early Christian art. Includes visits to major New York art museums. (formerly listed as FA 40) 3 semester hours

**AH 11 Introduction to Art History II —  
Cathedrals to Capitalism**

This course presents a survey of Western art from the early Renaissance through the modern age. Masterpieces of art are used to illustrate the social, spiritual, political, and aesthetic issues of each nation. This course introduces the basic works of art, themes, and terminologies necessary for appreciating and understanding the visual arts. Includes visits to major art museums and collections. Note: FA 40-41 may be taken as a full-year course or as two separate courses. (formerly listed as FA 41) 3 semester hours

**NOTE:** To enroll in any art history course beyond FA 40 and 41, students are recommended to have completed at least one semester of Survey of Western Art I or II (FA 40 or 41).

### AH 12 Introduction to the Art History of Asia, Africa and the Americas

In this introductory lecture course works of art and architecture from each continent will be examined to understand the respective traditions of Asia, Africa and the Americas. Emphasis will be given to a selection of examples within a chronological sequence. Different art historical approaches will be essential and pragmatic as the material culture from each of these three areas is studied. India, China and Japan will form the basis for the study of Asia. Cultures designated by their geographical locations will provide a frame of study for African Art. The Americas will be represented by Pre-Columbian, Northwest Coast, and Native American visual arts. Emphasis will be given to art collections in New Haven and New York City, and one bus trip will be organized during the semester to offer students a first-hand experience studying original works of art.

3 semester hours

### AH 110 The Ancient Near East, Egypt and the Aegean Bronze Age

A survey of the cultures that flourished in Mesopotamia (Ur, Babylon, Nineveh, Persepolis), Egypt (Thebes, Amarna, Karnak, Luxor) and the Aegean basin (the Cycladic islands, Crete, Thera, Troy, Mycenae, Pylos) as early as 3000 B.C., with the invention of writing, and their domination of the eastern Mediterranean into the first millennium B.C. The distinctive artistic developments and architectural forms of these three enduring cultures will be analyzed as well as their impact on western civilization. Emphasis will be given to objects in area museums and field trips will be included.

(formerly listed as FA 138)

3 semester hours

### AH 111 Greek Art and Archaeology

This survey will cover the major developments in architecture, sculpture and painting from the time of Homer to the collapse of the Hellenistic world. Consideration will be given to the formation of the panhellenic sanctuaries of Olympia and Delphi in the Geometric and Archaic periods and the rise of democracy under the leadership of Pericles in Athens culminating in the Parthenon of the High Classical period, to the creation of an empire under Alexander the Great. The legacy of the Greek achievement will be explored in the context of its impact on the Roman world and later art. Emphasis will be given to objects in area museums and field trips will be included.

(formerly listed as FA 139)

3 semester hours

### AH 112 Etruscan and Roman Art and Archaeology

A survey of the arts of the Etruscans, predecessors to the Romans on the Italic peninsula, and its impact on the Roman Republic. The development of Roman art and archaeology will then be traced from the Republic to the late empire, from the center of Rome and the achievements of Augustus to the official recognition of Christianity by Constantine the Great. Consideration will be given to the influence of the Greek legacy and Roman developments. Emphasis will be given to objects in area museums and field trips will be included.

(formerly listed as FA 140)

3 semester hours

### AH 120 Art of the Medieval World

Continuity and change in Christian Art from the catacombs through the building of the great Gothic cathedrals. Byzantine and Romanesque monuments are also included. Painting, the decorative arts, precious masterpieces of church, state, and castle will be examined. There will be a field trip to the Cloisters, medieval branch of the Metropolitan Museum of Art, to study from the original. (formerly listed as FA 141)

3 semester hours

### AH 130 Renaissance Art in Italy

In its painting, architecture, and sculpture, we discover the emergence of the individual will in Renaissance society. Beginning with the new naturalism of Giotto and continuing through the High Renaissance in Rome with masterpieces by Bramante, Michelangelo, and Raphael, the artist asserted his influence on court and church. A social-economic focus is seen in the rising status of the artist from guild-oriented craftsman to the independent genius acting as the peer of dukes and kings.

(formerly listed as FA 143)

3 semester hours

### AH 140 Baroque Art

The shift from a terracentric to a heliocentric universe is demonstrated in the dynamic expressions of Baroque art. Through the art of Caravaggio and Rembrandt we sense a revolutionary painting style which probes human emotions and studies the psyche. In the exhilarating sculpture of Bernini the viewer enters into the artist's senses through a virtuoso display of color, light and plastic form. The architectural fantasies of Guarini, Longhena, and Borromini project some of the most exotic monuments and interiors of European civilization. The course attempts to explain how the visual arts reflected the theological and political upheavals of the 17th and 18th centuries. (formerly listed as FA 144)

3 semester hours

### AH 150 NeoClassical and Romantic Art of the 18th and 19th Centuries: Reason vs. Passion

The course will uncover the varieties of Romanticism in Germany, England, France, and America, from the Rococo period to Impressionism. We will explore the Neo-Classical, the Pre-Raphaelite, the Realistic, and the Impressionistic styles of the Romantic movement by looking at such artists as David, Rossetti, Goya, Turner, Friedrich, and Delacroix. The course is intended to provide a basis for examining paintings of the 20th century. (formerly listed as FA 145)

3 semester hours

### AH 152 Modern Art

The shifting styles and currents of modern art are studied from the realist Courbet and Manet and their contemporaries to the rebellious years of the Impressionists. The 20th century is explored from the Fauvists' explosion of color to the new spatial-physics of Cubism under Picasso. The triumphs and failures of modern civilization are documented in the experimental efforts of the Constructivists, Dadaists, Surrealists, and Abstract Expressionists. A principal concern in the course is the question: "What is the artist of the 1980's telling us about our contemporary world?" (formerly listed as FA 146)

3 semester hours



**AH 154 Impressionism and Post-Impressionism**

A study of the 19th century French art movement which revolutionized painting. Monet, Manet, Renoir, and Pissaro will be covered along with their contemporaries in Paris. Their students and followers, the Post-Impressionists with their innovations will also be included. Museum trips to study original works. *(formerly listed as FA 147)* 3 semester hours

**AH 160 World Architecture**

The major buildings and cities of the Western world, and why and how they were erected. The course concentrates on the influence of economics, sociology, psychology, and the environment on the art of building throughout history. We will also consider the engineering aspects of architecture as they developed with special emphasis on the present. The course is intended to develop an appreciation and enjoyment of architecture. *(formerly listed as FA 148)* 3 semester hours

**AH 161 American Architecture**

The art of building in America, from pre-Columbian times to the present. Tradition, economics, engineering, and environmental factors influencing its development. We will examine the home, the church, the school, the business center, and the sports complex as reflections of the American way of life. Special emphasis will be placed on the architecture of today. The aim of the course is to develop an understanding of the man-made environment, and its special relations to ourselves, as individuals and as a society. *(formerly listed as FA 149)* 3 semester hours

**AH 163 Art in America:****Colonial and Early Republic**

The art of colonial America and the Early Republic from the 17th century Pilgrim settlements through the days of the founding fathers; Jefferson's original architecture, the elegant Federal and Neo-Classic periods up to the Civil War will be included. Architecture, painting, sculpture, and the decorative arts will be considered. Field trips and research projects based on original New England buildings, as well as paintings, furniture, etc., in public and private collections. Useful for students interested in American culture, historic restoration/preservation, collecting. Coordinated internship available to qualified students. *(formerly listed as FA 152)* 3 semester hours

**AH 164 American Art: 19th and 20th Centuries**

This course continues with the arts and architecture of the Early Republic (see FA 152) and expands into the major movements and masters of American art from the Civil War to the present. In tracing the themes and artistic statements of American artists we take special notice of unifying national myths such as: the Founding Fathers, Manifest Destiny, America as the New Eden, the Frontier from the Rockies to the Lunar Surface, Heroes from Davy Crockett to Superman, and America as Utopia. Through the masterpieces of Church, Cole, Homer, Eakins, Sloan, Hopper, Pollock, Rothko, Wyeth, Warhol, and Fischl, we try to determine: "What is uniquely American about American art?" *(formerly listed as FA 153)* 3 semester hours





**AH 172 History of Photography**

Photography is one of the youngest artistic media, yet is the one most evident in, and crucial to, twentieth-century culture. The history of photography in the nineteenth and twentieth centuries will be traced, with emphasis given to the interplay between the growth of photography as an art form and technological developments of the medium, and to the multiple functions filled by photography in modern and post-modern culture. Both photographic movements and the work of individual photographers will be stressed, and the relationship of photography to other art forms will be analyzed.

(formerly listed as FA 157)

3 semester hours

**AH 174 History of the Graphic Arts: Prints, People, Process**

A history of the graphic arts from their beginning in the West until the twentieth century, including the media of woodcut, engraving, etching, lithography and silkscreen. An in-depth look at such master printmakers as Dürer, Rembrandt, Goya and Picasso, as well as an examination of the role of the printed image in dispensing information, illustrating the Bible, providing affordable art for the masses, and expressing the alienation of the modern artist. We will explore the chronological development of techniques, the difference between painted and graphic works in the careers of individual artists such as Whistler, the Impressionists and German Expressionists, as well as the relationship to major themes in European art movements. A field trip to see a collection of prints or an exhibition will be scheduled. (formerly listed as FA 155)

3 semester hours

**AH 190 Political Art:****From Neanderthal to New World Order**

An examination of the representation of social and political events in Western art history from ancient Egypt to the contemporary presidency. An attempt is made to analyze the positive and negative effects of political artists/commentators on the course of events. Students will be asked to develop interdisciplinary projects connecting editorial cartoons, propaganda imagery, and agitprop posters to key events, such as the French and Bolshevik Revolutions, World Wars I and II, the Vietnam conflict, Civil Rights, and the issues of the morning newspaper. Recommended for students interested in the uses and abuses of art in international communication, advertising, and political campaigning. (formerly listed as FA 154)

3 semester hours

**AH 191 Art & Mythologies of Nazi Germany,****Fascist Italy, Bolshevik Russia: Comparative Systems/Outcomes**

This course is an interdisciplinary approach to the visual Zeitgeist of the major political/national crises in Europe between 1917 and 1945. The primary objective is to survey the visual rhetoric of Nazi Germany, Fascist Italy, and Bolshevik Russia through the widest possible definition of the visual arts. In addition to the traditional fine arts of painting, sculpture, and architecture, we will also include the mass cultural outlets of film, radio, propaganda posters, and the staging of public events. The class eliminates the distinctions between "high"

and "utilitarian" mediums of expression; all means of persuasion are fair game. The intention is to open another window for each student to better understand the complexities of these political/nationalist issues; the "window" is the lens provided by the visual arts and mass media. In doing so, we must recognize how the symbolic languages of mythology were married to political ideologies and shaped public opinion from the national consciousness.

3 semester hours

**AH 210 Myth in Classical Art**

Greek and Roman Art is a rich depository of Greek Mythology, with a wide range of representations that evolved over the centuries. As a source of information Classical Art sometimes preserves myths that are otherwise unknown in the surviving literature. In some cases visual representations date earlier than an extant literary description, or they differ in the details of the story. Ancient sources, both visual and literary, will be the focus of our study of the Olympian gods, the heroes, Perseus, Herakles, Theseus and Odysseus, the Trojan War, and battles such as the Gods and Giants, Lapiths and Centaurs, and Amazons and Greeks. The appearance of a selection of these myths on specific monuments during certain periods in the Classical world will be compared. Emphasis will be given to examples in the Metropolitan Museum of Art, the Yale University Art Gallery, and the Metropolitan Museum of Art Cast Collection at Fairfield. Prerequisites for this course include one Art History course below the 200 level or by permission of the instructor.

3 semester hours

**AH 229 Medieval Art, Drama, and Music**

This course invites students to study the numerous dynamic links which connected art, drama, and music in the Middle Ages. It will survey traditional and innovative Christian themes as they have been carved in stone, painted in books, and sung and acted on stage. Students will be required to analyze the Medieval understanding of history "from Creation to Doomsday." Recommended preparation: an introductory course in one of the arts.

3 semester hours

**AH 240 Dutch and Flemish Painting**

This course surveys the art of painting in the northern and southern Netherlands from approximately 1590-1690. The work of major masters such as Rembrandt, Rubens, Vermeer, Van Dyck, and Frans Hals will be treated as well as the work of many other masters active in the seventeenth century. Relevant engravings and etchings will also be included. The growth in popularity of newer subjects, such as still-lives, landscapes, and scenes of everyday life, will be discussed, and problems of their meaning addressed. The relationship of art to society will be stressed. Prerequisite: FA 40 or 41. (Not open to students with credit for FA 192).

(formerly listed as FA 292)

3 semester hours

**AH 290 Non-Chronological Topics Seminar**

An offering for study in-depth of a specific subject in the history of art conducted by a leading scholar in the field. Open to selected students. (formerly listed as FA 302 Special Topics)

3 semester hours

**AH 295 Museum/Gallery Curating**

This course explores the role of museum and gallery curator. Facets of curator's responsibilities will be explored dealing with the object, the museum, collectors, federal and corporate funding. Field trips. Art history prerequisites.

(formerly listed as FA 240) 3 semester hours

**AH 300 Independent Study**

An exploration in depth of a specific topic in the fine arts involving independent research and field study. Available to selected students upon approval of faculty and Chair.

(formerly listed as FA 300) 3 semester hours

**AH 308 Art Seminars Abroad**

A ten-day art history study tour of European countries offered annually during Spring recess or after final exams. Students visit major cities, sites, museums, and collections under the direction of a fine arts faculty member. Students may elect to join the tour on a credit basis requiring a paper or project to be submitted six weeks after return. See appropriate faculty member for details. Applications due last week of October, last week of January. (formerly listed as FA 301)

3 semester hours

**AH 310 Internship**

The Regina A. Quick Center for the Arts will provide qualified music and theatre students opportunities for practical experience using the best in high technology theatrical equipment.

Art history and studio art majors will learn museum planning, and organizational and exhibition techniques by working on gallery exhibits at the Walsh Art Gallery.

In addition, senior Fine Arts students may be placed in a number of regional art institutions including theatres, historical societies, and museums for professional internships. These are highly selective and require permission from a supervising professor before registration. (formerly listed as FA 310)

3 semester hours

**II. Studio Art**

The Studio Art Program at Fairfield offers students an opportunity to explore all aspects of the visual arts through a curriculum designed to integrate and expand upon their liberal arts education. A balance of theory, contemporary art history, concept development and studio application give students a chance to explore art from the varying perspectives of visual and performance artist, scholar, critic, visionary and technician.

The program emphasizes the development of personal vision through a clear understanding of visual language, its processes, structures, dimensions, contexts and concepts. The course work is designed to help students develop an expertise with media and an understanding of its conceptual and aesthetic relevance. The program covers drawing, painting, printmaking, sculpture, installation, performance, photography and media arts.

Due to the exploratory nature of the studio art concentration this discipline is excellent preparation for students interested in continuing as professional artists (printmakers, painters, photographers, sculptors, media, installation and performance artists), as well as careers in art galleries and museums, as arts administrators, writers of critical art commentary, atelier printers and teachers.

Students interested in the studio arts concentration or in a minor should consult with studio arts faculty before beginning the program. It is strongly recommended that the student begin with SA 100 and SA 102 Foundation Studios. The studio arts concentration is divided into four developmental areas beginning with Foundation Studios, leading to Advanced (and Special Workshops) Studios, and ending with Special Topics Studios (Capstone experience).

**All Fine Arts majors concentrating in Studio Art take 30 credits as follows:**

At least two of the following courses:

SA 100	Foundation Studio	3 credits
SA 102	Foundation Sculpture	3 credits

At least one of the following Concept Exploration Studios:

SA 110	Color Workshop Studio	3 credits
SA 111	Figure Workshop Studio	3 credits
SA 112	Painterly Prints	3 credits
SA 113	Investigation of Text and Image	3 credits
SA 114	Time Arts	3 credits



At least three of the following Advanced Studios:

SA 120	Drawing I	3 credits
SA 220	Drawing II	3 credits
SA 121	Painting I	3 credits
SA 221	Painting II	3 credits
SA 122	Printmaking I	3 credits
SA 222	Printmaking II	3 credits
SA 123	Sculpture I	3 credits
SA 223	Sculpture II	3 credits
SA 124	Photography I	3 credits
SA 224	Photography II	3 credits
SA 225	Special Workshops Studios	3 credits

At least six credits of the following Special Topics Studios:

SA 300-		
301	Senior Seminar Study	6 credits
SA 302	Independent Study	3 credits
SA 304	Studio Internship	3 credits

At least two art history courses (one contemporary art recommended).

**To complete a minor in Studio Art, students must complete a total of 18 credits as follows:**

SA 100	Foundation Studio	3 credits
SA 102	Foundation Sculpture	3 credits
SA 120	Drawing I	3 credits

Two courses in Advanced Studios 6 credits

A minimum of one course in Art History 3 credits

There is a \$35 laboratory fee for each studio course.



## FOUNDATION STUDIOS

### SA 100 Foundation Studio

This course is designed to develop fundamental studio skills and an understanding of visual thought processes. Emphasis on concepts and use of a wide variety of materials. Investigation of processes, visual systems, and issues of space and time, as well as discussion of art history and contemporary theory. This course is recommended as a basis for all other studio art courses. *(formerly listed as FA 60)* 3 credits

### SA 102 Foundation Sculpture

An introduction to three-dimensional form and space. Various materials and methods are explored through projects covering a broad range of sculptural concerns. *(formerly listed as FA 63)* 3 credits

## CONCEPT EXPLORATION STUDIOS

### SA 110 Color Workshop Studio

An investigation of fundamental color theory through studio projects using contemporary and art historical references. Focus on application, development and exploration of ideas using a variety of color media. *(formerly listed as FA 165)* 3 credits

### SA 111 Figure Workshop Studio

The focus of this course is on the human figure and its role in contemporary studio practice. Students will study the figure using a wide variety of media and techniques from drawing to collage. Emphasis is on understanding, interpretation and expressive use of the figure. *(formerly listed as FA 166)* 3 credits

### SA 112 Painterly Prints

A painterly approach to the intaglio process through collagraphs, large-scale color monotypes and collage. Growth of imagery and technique as well as an emphasis on context will be encouraged through the medium. *(formerly listed as FA 279)* 3 credits

### SA 113 Investigation of Text and Image

How does visual language differ from written language? How do they interact? These and related issues concerning the nature of visual and written language will be considered within the context of an introductory drawing class. The goals of this course are twofold. One: to introduce students to the working methods and thought processes of independent artists. And, two: to engage students in a dialogue with contemporary artistic, social, natural and/or political issues under the tutelage of a practicing artist. *(formerly listed as FA 167)* 3 credits

### SA 114 Time Arts

This course uses a wide variety of media to develop and present performance and installation art. Emphasis on interconnections with video, computer, telecommunications, photography, film, live performance, music and sound. *(formerly listed as FA 178)* 3 credits



**ADVANCED STUDIOS****SA 120 Drawing I**

Studio focus on drawing experiences designed to develop observational, expressive and conceptual skills. Emphasis on the basic elements of drawing, including line, texture, mass, and composition. Students participate in group criticism. *(formerly listed as FA 161)* **3 credits**

**SA 220 Drawing II**

This course builds upon the experience of Drawing I and more advanced development of skills. Focus on the generation of ideas as a central component in the process of drawing. An emphasis on individual direction and inventive drawing through studio projects developed in consultation with the instructor. Individual and group criticism. *(formerly listed as FA 261)* **3 credits**

**SA 121 Painting I**

Introduction to the study of the methods, techniques and language of oil painting. Additional emphasis on aesthetic traditions associated with form and content in painting. Students participate in group criticism. *(formerly listed as FA 162)* **3 credits**

**SA 221 Painting II**

This course builds on the experience of Painting I and more advanced development of skills. Focus on the generation of ideas as a central component in the process of painting. Emphasis also on individual direction through studio projects developed in consultation with the instructor. Individual and group criticism. *(formerly listed as FA 267)* **3 credits**

**SA 122 Printmaking I**

Studio focus on processes, issues and concepts of intaglio or silkscreen printmaking; an understanding of historical and contemporary issues as they pertain to personal vision, poetic and practical aspects of printmaking. *(formerly listed as FA 169)* **3 credits**

**SA 222 Printmaking II**

A focus on the development of skills involved with the generation of ideas as a central component in the process of printmaking. An emphasis on developing individual direction through studio work, drawing, writing, and research. Technical and aesthetic exploration of intaglio, silkscreen and painterly methods of monoprinting. Prerequisite: SA 122. *(formerly listed as FA 269)* **3 credits**

**SA 123 Sculpture I**

A broad-spectrum studio encompassing the diversity of contemporary sculptural activities, including objects, installations, and site work. *(formerly listed as FA 170)* **3 credits**

**SA 223 Sculpture II**

A focus on the development of skills involved with the generation of ideas as a central component in sculpture. Emphasis on individual direction through studio work, drawing, writing, and research. Both temporary and permanent works are addressed. Prerequisite: SA 123. *(formerly listed as FA 270)* **3 credits**

**SA 124 Photography I**

Basic techniques of black-and-white photography, including negative exposure, film development and print production. Development of concepts and theory in photography; relationship of photography to other visual media and study of both historical and contemporary precedents. *(formerly listed as FA 172)* **3 credits**

**SA 224 Photography II**

This course is designed to build upon the fundamentals of black-and-white photography. Advanced exposure controls will be covered as well as an introduction to shooting color transparencies and exploration of large format techniques. An emphasis on the generation of ideas as central component in the process of photography. Exploration of large format and mixed media techniques. Prerequisite: SA 124. *(formerly listed as FA 272)* **3 credits**

**SA 225 Special Workshops Studios**

This course focuses on diversity in contemporary studio practice through the unique approaches of individual artists invited each year. Projects, lectures, and critiques are scheduled. *(formerly listed as FA 202)* **3 credits**

**SPECIAL TOPICS STUDIOS****SA 300-301 Senior Seminar Study**

Senior Seminar is open only to those students concentrating or minoring in Studio Art. Students will develop a body of work exploring personal vision and techniques as they apply to concept development. Reading and discussion of contemporary and art historical issues will be a regular part of the course work. Visiting artists will also be a feature of the class. Students will participate in collaborative and solo exhibitions in the gallery each semester. *(formerly listed as FA 375)* **6 credits**

**SA 302 Independent Study**

By arrangement with studio faculty advanced students may choose to work independently on specific studio projects. Progress is reviewed through individual critiques. *(formerly listed as FA 300)* **3 credits**

**SA 304 Studio Internships**

An opportunity for students who have completed at least three studio courses and whose academic work has prepared them for professional work related to the major. With faculty sponsorship and departmental approval, students may design internships as studio assistants to professional artists or work in museums, galleries, printmaking ateliers or professional print shops in the metropolitan and regional areas. No more than 3 semester hours may count for the Studio Art major. *(formerly listed as FA 310)* **3 semester hours**

### III. Theatre

The theatre program at Fairfield offers students a liberal arts education balanced between the theoretical and practical aspects of the discipline. Students have an opportunity to explore this art from the varying perspectives of performer, scholar, critic, writer, director, producer, designer, and technician.

The program emphasizes the development of good communication skills, which are essential to the theatre as well as to all aspects of life. As such, courses equally stress the development of written, verbal, and artistic abilities.

Due to the interdisciplinary nature of this program, undergraduate education in theatre is excellent preparation for a career in public relations, communications, advertising, writing or publishing, marketing, education, public service, and law, as well as all facets of the entertainment industry.

Students interested in a concentration or minor in Theatre should consult with theatre faculty BEFORE beginning the program.

*Theatre Fairfield* is the production wing of the theatre program at Fairfield University. Each year, *Theatre Fairfield's* season includes professionally directed and designed productions selected from significant dramatic works from our multicultural heritage; an alternative production, designed to introduce students different modes of performance such as musical revue, improvisation, puppetry, youth theatre, chamber theatre and performance art; and *Premieres*, our annual showcase of original student playwriting, directing and design. Participation in *Theatre Fairfield* productions is open to all students at the university, regardless of major or minor. It is expected, however, that Fine Arts/Theatre Majors will actively participate in at least three and Fine Arts/Theatre Minors in at least two *Theatre Fairfield* productions each academic year.

#### All Fine Arts majors concentrating in Theatre are REQUIRED to take 30 credits as follows:

TA 10	Performance Perspectives	3 credits
TA 11	Performance Possibilities	3 credits
TA 91	Theatre Practicum	1 credit
	Stage Management	
TA 92	Theatre Practicum	1 credit
	Technical Production	
TA 93	Theatre Practicum	1 credit
	Front of House Management	

TA 110	History of Theatre I	3 credits
TA 111	History of Theatre II	3 credits
TA 150	Stagecraft	3 credits
TA 155	Introduction to Theatre Design	3 credits
TA 310	Technique & Theory of Production	3 credits
	Subtotal Theatre Credits	24 credits
	A minimum of ONE course in: Performance Direction	3 credits
	A minimum of ONE course in: History and Theory Literature Playwriting Theatre for Youth Design and Technology	3 credits
	Subtotal Elective Core	6 credits
	Total	30 credits

#### All Theatre Minors are REQUIRED to take 18 credits as follows:

TA 10	Performance Perspectives	3 credits
TA 11	Performance Possibilities	3 credits
TA 91	Theatre Practicum	1 credit
	Stage Management	
TA 92	Theatre Practicum	1 credit
	Technical Production	
TA 93	Theatre Practicum	1 credit
	Front of House Management	
	Subtotal Theatre Core	9 credits

A minimum of ONE course in EACH of the three areas below:

1.	History and Theory Literature Playwriting	3 credits
2.	Performance Direction Theatre for Youth (Excluding puppetry)	3 credits
3.	Design and Technology	3 credits
	Subtotal Elective Core	9 credits
	TOTAL	18 credits

**Curriculum Categories for Fine Arts/Theatre****History and Theory**

- TA 10 Performance Perspectives
- TA 11 Performance Possibilities
- TA 110 History of Theatre I
- TA 111 History of Theatre II
- TA 310 Technique and Theory of Production

**Literature**

- TA 120 American Performance
- TA 121 Modern European Theatre
- EN 255 Shakespeare
- EN 376 Inside Modern Drama
- EN 377 Contemporary Drama

**Playwriting**

- EN/W 304 Creative Writing: Drama

**Performance**

- TA 30 Speech and Movement
- TA 31 Improvisation
- TA 130 Technique and Art in Acting I

**Direction**

- TA 240 Technique and Art in Directing

**Theatre for Youth**

- TA 265 Puppetry Design and Technology

**Design and Technology**

- TA 150 Stagecraft I
- TA 155 Introduction to Theatre Design
- TA 255 Advanced Theatre Design

**Production**

- TA 91 Theatre Practicum, Stage Management
- TA 92 Theatre Practicum, Technical Production
- TA 93 Theatre Practicum, Front of House Management
- TA 395 Internship
- TA 399 Independent Study

**TA 10 Performance Perspectives**

In an age of fast food, media, and MTV, why theatre? Is theatre still relevant to our society? Why see it? Why do it? Why study it? Performance Perspectives will introduce you to the world of theatre and live performance including rock concerts, dance, puppetry, musicals, circus, and performance art, by exploring the many facets of the theatrical experience. This course is strongly recommended for non-majors, students interested in fulfilling a fine arts core requirement, and for those considering a concentration or minor in Fine Arts/Theatre.

(formerly listed as FA 10)

3 semester hours

**TA 11 Performance Possibilities**

Everyone thinks he knows all about actors, but what does the actor *really* do to prepare for a role? If the audience bursts into applause as soon as the curtain goes up, does that mean that they are seeing a *good* scenic design – one that really serves the production – or is it just a pretty looking set? Directors have an important title, but what do they *really* do? All of these, and other questions about producers, designers, critics, and audiences will be addressed in Performance Possibilities where students will not only talk about these critical jobs, but will also have the chance to perform them. This course is strongly recommended for non-majors, students interested in fulfilling a Fine Arts core requirement, and for those considering a concentration or minor in Fine Arts/Theatre.

(formerly listed as FA 11)

3 semester hours

**TA 30 Speech and Movement**

Examines the art of communication through the study and practice of self-expression through voice and movement. Students will explore the self – physically, vocally, psychologically, and spiritually – in an attempt to find out who they are as fully dimensional human beings; how they relate to others; how to relax their bodies and minds and make optimum use of psychic and physical energy; and how to unleash, develop, and refine the creative impulse. This course is designed for anyone interested in developing his/her presentation and communication abilities. (formerly listed as FA 115)

3 semester hours

**TA 31 Improvisation**

This course will stress the creative aspects of performance, utilizing the improvising methods developed by Viola Spolin and others. Students will develop self-communication through self-awareness, by participating in theatre games and exercises aimed to elicit natural response in performance situations. (formerly listed as FA 116)

3 semester hours

**TA 91 Theatre Practicum, Stage Management**

Students will gain first-hand training in the art of stage management under the guidance of a working theatre professional. A full credit in stage management will be earned upon the satisfactory completion of about sixty hours of work. To register for practicum, students must consult with theatre faculty and fill out an application form. This course, in conjunction with TA 92 and TA 93, may be used towards the fulfillment of one Fine Arts core requirement. (formerly listed as FA 01)

1 semester hour

**TA 92 Theatre Practicum, Technical Production**

Students will gain first-hand training in the art of technical production under the guidance of a working theatre professional. A full credit in technical production, which includes sets, lights, sound, costumes, wardrobe, make-up and properties, will be earned upon the satisfactory completion of about sixty hours of work. To register for practicum, students must consult with theatre faculty and fill out an application form. This course, in conjunction with TA 91 and TA 93, may be used towards the fulfillment of one Fine Arts core requirement.

(formerly listed as FA 02)

1 semester hour



### TA 93 Theatre Practicum, Front-of-House Management

Students will gain first-hand training in the art of front-of-house management, which includes publicity, public relations, ticket sale and audience development, under the guidance of a working theatre professional. A full credit in front-of-house management will be earned upon the satisfactory completion of about sixty hours of work. To register for practicum, students must consult with theatre faculty and fill out an application form. This course, in conjunction with TA 91 and TA 92, may be used towards the fulfillment of one Fine Arts core requirement.

(formerly listed as FA 03)

1 semester hour

### TA 110 History of Theatre I

A survey of theatre and performance (dance, pageantry, spectacle, and popular entertainments) as a mirror of the times. As such, theatre will serve as a vehicle to consider the social, political, and economic forces which shaped societies and their entertainments. This course begins with a consideration of the human need for mimesis and entertainment and swiftly moves into the 5th-Century B.C. and the golden age of Greek drama. Other topics include Roman theatre, medieval religious drama, Japanese theatre, Renaissance spectacle and pageantry, censorship, the advent of women on the stage, and popular theatre forms through the 18th-century. Theatre trips will be included. (formerly listed as FA 107)

3 semester hours

### TA 111 History of Theatre II

Nineteenth and twentieth century theatre and performance (ballet, modern, and post-modern dance, "happening," musical comedy) will be studied in the context of the societies which shaped them. This course begins by examining the impact of technology on the theatrical world and continues to the present day with a consideration of the avant-garde and contemporary forms such as "performance art." Theatre trips will be included. NOTE: TA 110-111 may be taken as a full-year course or as two separate courses.

(formerly listed as FA 108)

3 semester hours

### TA 120 American Drama

The development of American theatre through the 19th and 20th centuries. Study and analysis of the special problems affecting the development and changes in American society as seen through American theatre production. Study includes American playwrights, filmmakers, composers, and lyricists.

(formerly listed as FA 104)

3 semester hours

### TA 121 Modern European Theatre

An analysis of the content, form, and style of Europe's most prominent 20th century playwrights. A study of their influence on the development of drama to evaluate their relevance to the contemporary scene. Play readings from Ibsen to Pinter.

(formerly listed as FA 103)

3 semester hours

### TA 130 Technique and Art in Acting

This class is an introduction to the art of acting from practical, theoretical, and historical perspectives. Students will explore movement, voice and sound, focus, observation, how to read and interpret scripts, and characterization in interactive workshops which will culminate in classroom performances. Other classes will be devoted to an historical overview of the discipline and a consideration of the work of major theoreticians and practitioners. (formerly listed as FA 221)

3 semester hours

### TA 150 Stagecraft I

Introduction to the technical aspects of theatre production. Historical overview of the physical stage from its beginning to the present, including the use of scenery, lighting, and design. Basic techniques of set construction and rigging, lighting, and electronics for today's theatre.

(formerly listed as FA 110)

3 semester hours

### TA 155 Introduction to Theatre Design

A workshop introducing the basic principles, skills and techniques of designing for the theatre, with emphasis on concept development, creative research, practical experimentation and communication of the theatrical idea. The areas of theatrical design to be covered include scenic, lighting, and costume design, through a creative exploration of space, color, and texture as they relate to the performance text.

(formerly listed as FA 126)

3 semester hours

### TA 240 Technique and Art in Directing

This is a course for advanced students in the theory, practice, and history of directing for the theatre. The class is conducted as a workshop/seminar with students exploring the various ways of bringing a playscript from conception to full production. Included are sessions in text analysis, working with actors and designers, and the role and responsibility of the director to the overall production. Each student will direct several in-class scenes and a on-act production as a final project. Prerequisite: TA 130 or other formal acting training. See instructor for details.

(formerly listed as FA 220)

3 semester hours

### TA 255 Advanced Theatre Design

An advanced workshop focusing on principles, skills and techniques of designing for the theatre, with emphasis on concept development, creative research, practical experimentation and communication of the theatrical idea. The primary focus of this course is to develop conceptual and practical skills in a specific area of theatrical design chosen by the student. Prerequisite: TA 155, or permission of the instructor. (formerly listed as FA 236)

3 semester hours

**TA 265 Puppetry**

A comprehensive exploration into the world of puppetry. Puppetry forms from around the world, including Western and Eastern European, Japanese Bunraku, Chinese Puppet Theatre, Javanese Wayang Kulit Shadow Theatre and American puppet theatre forms will be studied too provide the student with an historical perspective. Course work will include text construction, performance techniques and puppet performance. This course will provide insight into the world of contemporary puppet theatre for adults as well as children. It is open to all students, especially Fine Arts and Education Majors.

(formerly listed as FA 215)

3 semester hours

**TA 300 Special Topics**

An offering for in-depth study of a specific problem, period or style of acting conducted by a leading scholar/practitioner in the field. Open to selected students.

(formerly listed as FA 302)

3 semester hours

**TA 310 Technique and Theory of Production**

An in-depth exploration of theatre aesthetics and production through the study and analysis of the writings of major theorists and practitioners including Peter Brook, Harold Clurman, Edward Gordon Craig, Robert Edmond Jones, and Suzanne Langer. Students will consider what theatre is, can, and should be while studying varying perspectives on theatrical design, directing, and staging practices. The class will culminate in group projects which present detailed production books for a selected classic play that include a consideration of style, period, point of view, historical precedent, acting, directing, design, venue, and budget.

(formerly listed as FA 222)

3 semester hours

**TA 395 Theatre Internship**

With faculty sponsorship and departmental approval, students may develop internships as assistants to professional theatre designers and managers or with professional theatres, studios and production companies in the regional/metropolitan area. Internships are also available in the organizational and management areas of *Theatre Fairfield*, the Fine Arts Department's theatrical production company. Students interested in becoming interns must consult with Theatre faculty well in advance of the desired internship semester. (formerly listed as FA 310)

3 semester hours

**TA 399 Independent Study**

Usually open only to students concentrating or minoring in Theatre, this course allows a student to intensively explore either Stage Management or Directing under the guidance of a faculty member. Students must have the approval of the theatre faculty before registering for this course.

(formerly listed as FA 300)

3 semester hours

**IV. Music**

The Department of Fine Arts offers a concentration in Music, which aims at a balance between history and theory.

**All Fine Arts majors concentrating in Music are required to complete 30 credits as follows:**

- |   |                   |
|---|-------------------|
| 1. Two required courses:<br>MU 150 and MU 250   | 6 credits         |
| 2. Two of the following courses:<br>MU 124, MU 142, MU 143, MU 144                                    | 6 credits         |
| 3. Two of the following courses:<br>MU 100, MU 101, MU 110, MU 111,<br>MU 120, MU 121, MU 122, MU 125 | 6 credits         |
| <b>Total</b>  | <b>18 credits</b> |

In addition, the student will take 12 credits within the department in consultation with the music faculty.

**The Fine Arts Department also offers three options for a minor in Music:**

1. Minor in Classical Performance
2. Minor in Jazz/Popular Performance
3. Minor in Music History

**The Performance Minors**

The minors in both classical and jazz performance enable talented music students at Fairfield University to engage themselves in a serious performance minor that will be a challenging addition to their liberal arts education. For students who do not wish to major in music, but still want to continue less than casual study of the discipline, this program will insure that they can continue to develop their skills in a concentrated program. Lesson scholarships may be available for those participating in Chamber Singers, Jazz Ensemble, and Orchestra. Scholarship decisions are based upon demonstrated ability, serious interest, and need.

Minor in Classical Performance: (18 credits)

- |   |           |
|---|-----------|
| Performance*  | 6 credits |
| MU 10   | 3 credits |
| MU 150 and MU 250                                     | 6 credits |
| Special Topics in<br>Western Art Music (one course)** | 3 credits |

\* Performance includes: Ensemble (Chamber Singers, Orchestra, Flute Choir), Performance Workshop, or Private Lessons. (Although they are recommended by the department, lessons are an additional cost to the student and will not be mandatory to complete the performance minor.)

\*\* Special Topics will include: MU 111, MU 120, MU 121, MU 123, MU 124, MU125, MU 126, MU 127, MU 143, MU144, MU 145. Internships may be approved for distribution into the minor on a case-by-case basis with approval of the Division Head, Department Chair, and Dean.

#### Minor in Jazz/Popular Performance (18 credits)

Performance/Jazz Ensemble and/or Lessons	6 credits
MU 101	3 credits
Choice of: MU 100, MU 102, MU 110, or MU 122	3 credits
MU 155 and MU 156	6 credits

History courses will include two choices from the following: MU 100, MU 101, MU 102, MU 110, MU 122

#### Minor in Music History (18 credits)

MU 150 and MU 250	6 credits
MU 10	3 credits
MU 142, MU 143, or MU 144	3 credits
Additional six credits within the area of classroom music history	6 credits

#### Ensemble Groups and Applied Lessons:

Orchestra: Richard Shillea  
Jazz Ensemble: Brian Torff  
Glee Club/Chamber Singers:  
Carole Ann Coyne-Maxwell  
World Music Ensemble: Brian Torff  
Pep Band: Paul Mariconda  
Applied Music Lessons: Richard Shillea



## A. Music History

### MU 10 Survey of Musical Styles

This course assumes no knowledge of music. Through listening to live and recorded music, it enhances the student's enjoyment and understanding of music. An overview of the history of music, stressing the relationship between the art of music and the history of humanity. No prerequisites.

(formerly listed as FA 80)

3 semester hours

### MU 100 American Popular Music

This course will survey American music in the cultural context in which it was created. The music of the native American and the colonial era will be studied, followed by African-American music, Civil War songs, gospel, and the fusion of different cultures to form the original American voice. The blues, jazz, Tin Pan Alley, folk, country, and musical theatre will be surveyed as it evolved into rhythm and blues, rock, and rap music. Students will be able to differentiate between contrasting American styles, and be able to fully explain the reasons for their musical evolution. No prerequisites.

(formerly listed as FA 186)

3 semester hours

### MU 101 The History of Jazz

This course traces the development of American jazz from its origins in black musical traditions. We will examine the roots of jazz in ragtime, blues, worksongs, and march music. The developments of different jazz styles will be studied such as dixieland in the 20's, swing in the 30's, bop in the 40's, and continuing to the present. Special emphasis will be placed upon connecting the historical period with the music of jazz – America's original art music. No prerequisites.

(formerly listed as FA 187)

3 semester hours



**MU 102 The History and Development of Rock**

This course will survey the musical and social trends which resulted in the emergence of rock and roll as an important musical and cultural force in America. We will trace the roots of rock, blues, and country styles, showing how they merged with popular music. Periods from the 1950's to the present will be studied, along with Elvis Presley, Chuck Berry, Little Richard, the Beatles, the British invasion, folk music, Bob Dylan, jazz and art rock, Jimi Hendrix, the west coast movement, and the music industry. Students will be able to understand, discuss, and differentiate between stylistic periods and their historical relevance to American culture. No prerequisites. *(formerly listed as FA 86)* 3 semester hours

**MU 110 The American Composer**

This course surveys the contributions of the American composer from Leonard Bernstein and Frank Zappa to Laurie Anderson, Charles Ives, and George Gershwin. The composer is studied from a biographical point of view and correlated to the music contributed to American culture. Classical, blues, jazz, rock, Broadway, and many other genres will be covered through the work of prominent songwriters and composers. No prerequisites.

*(formerly listed as FA 187)* 3 semester hours

**MU 111 The Life and Music of George Gershwin**

This course focuses on the life and music of one of America's greatest composers, George Gershwin. At home in popular as well as serious music, Gershwin is beloved for his popular songs written for Broadway shows and Hollywood musicals, and concert works such as *Rhapsody in Blue* and *An American in Paris*. He led a fascinating life that illuminates the decades of the 1920's and 1930's. We will study his life and music through readings, movies, listening, and class discussion. No prerequisites.

*(formerly listed as FA 85)* 3 semester hours

**MU 120 The History of Song**

This course will examine the history of our most popular modern music, the song. We will study historical antecedents from the international genres of the Middle Ages through to early Twentieth Century popular song. We will then explore the most popular songwriters/performers of our recent generations influenced by folk, country, jazz, and popular elements, such as Joan Baez, Bob Dylan, Billy Joel, Barbra Streisand, Bette Midler, Dolly Parton, Bonnie Raitt, Michael Bolton, Natalie Cole, Whitney Houston, The Beatles, Chicago, Manhattan Transfer, etc. No prerequisites.

*(formerly listed as FA 196)* 3 semester hours

**MU 121 The History of Music for the Orchestra**

This course traces the development of the symphony orchestra, one of the most important cultural institutions of the modern age. From its beginnings in the small private bands of the nobility, we will follow its growth to the huge public institutions of today. The course will concentrate on the rich musical heritage created for the orchestra as well as the social factors influencing the orchestra. No prerequisites.

*(formerly listed as FA 188)* 3 semester hours

**MU 122 World Music History and Ensemble**

The World Music History and Ensemble course involves both a survey of and practical, hands-on-instruments, experimentation with world music styles, including African, Brazilian, African-American, Native American, Latin American, Indian, and South Asian. The course will be composed of two main parts: a formal weekly lecture and a practice or performance session. During the latter session, students will learn to play (primarily African) percussion instruments and be encouraged to see them as the first building blocks of much larger units of ethnic, folk, traditional, or popular ensembles. Students will also be made aware of corresponding songs and traditions as part and parcel of the process of learning about music of other worlds. This course will link history, tradition, music and culture while introducing students to the contribution of a wide range of cultures to the world of music and to the widespread belief that music is a universal language. Finally, students will be given the opportunity, a required component, to perform as a class or an ensemble on set show-and-tell occasions that might be open to invited guests and/or Fairfield University community as a whole. No previous musical experience is required for enrollment in this course. No prerequisites.

*(formerly listed as FA 179)* 3 semester hours

**MU 123 A Survey of Piano Music**

No instrument has been more important than the piano in the development of music from 1750 to the present. It has been central to classical, jazz, and popular music. It has been the most important household instrument for over 200 years. This course will trace the development of the piano and piano music from its origins in Italy around 1730 through the present, and will examine the different uses of the instrument in classical, jazz, and popular music. There is no prerequisite, but the course will be more enjoyable for those who have some piano background.

*(formerly listed as FA 189)* 3 semester hours

**MU 124 Bach and Beethoven**

This course examines the lives and music of two masters. The first half of the course explores the great secular and religious music of Johann Sebastian Bach, the last great exponent of baroque style. The second half of the course investigates the life and works of Ludwig von Beethoven, the composer who more than any other represents the struggle for artistic truth. No prerequisites.

*(formerly listed as FA 181)* 3 semester hours

**MU 125 Women in Music**

This course will study the contributions made by women to music. We will examine the work of women from the Ninth century through the present, particularly their work in four main areas: as teachers, composers, performers, and patrons. Some of the women studies may include Hildegard of Bingen, Eleanor of Aquitaine, Clara Schumann, Katherine Medici, and Nadia Boulanger. These women will be considered not only in relationship to their artistic accomplishments, but also in an intellectual and cultural historical perspective. No prerequisites.

3 semester hours

**MU 142 Music of the Classical Era**

During the Classical era (about 1750 to 1830) music shifted from an aristocratic concern to the favorite popular art of the middle class. The course will examine the lives and music of the three most important composers of this period — Haydn, Mozart, and Beethoven.

(formerly listed as FA 182)

3 semester hours

**MU 143 Nineteenth Century Romanticism in Music**

This course is a comprehensive survey of the 19th century Romanticism in music. The music of the Romantic era contains some of the richest masterpieces in music history. In addition to the music of Beethoven, Chopin, Verdi, Wagner, etc., the course will consider the relationship between music and the other arts. No prerequisite.

(formerly listed as FA 183)

3 semester hours

**MU 144 Music of the Twentieth Century**

This course is an introduction to the mainstreams of music of our time. We begin with Debussy, Ravel and the French moderns. After investigating the music of Stravinsky, Bartók, and other European composers, we will conclude with such modern trends as electronic music, film music, jazz, and popular music.

(formerly listed as FA 184)

3 semester hours

**MU 145 Technology and Music**

in the Twentieth Century (cluster course)

This course will examine the changes which have taken place in the music world thanks to the advance of modern technology. Even as early as the final decades of the 1800's, technological advances have radically changed the course of music history, and we will focus on the effects these changes have had on the performer, the composer, and the audience. This has created some interesting new approaches to both art music and popular music, so we will look at the artistic and sociological implications of the invention of recording, radio, television, talking film, electronic music, compact discs, portable keyboards, etc. Although some demonstrations will take place in class, this course is primarily a history course, and will not integrate instruction in the technical performance aspects of the technologies studied. The semester may include some field trips to concerts or electronic music studios. No prerequisite.

3 semester hours

**B. Music Theory****MU 150 Music Theory and Composition I**

This course introduces students to the basic concepts of music theory and beginning compositional skills. Starting with the notation of pitch and rhythm, the course investigates the major/minor key systems, intervals, chord construction, melody writing and rudimentary harmonization. No background in music is expected. No prerequisites

(formerly listed as FA 190)

3 semester hours

**MU 155 Jazz Theory, Keyboard Harmony, and Improvisation**

This course is designed to give the minor in jazz performance a working knowledge of jazz and pop harmony. The student will attain a keyboard proficiency through an emphasis on ear training, voicings, tritone substitutions and improvisation theory. This proficiency can be utilized on other instruments as well. Students should be able to play through lead sheet material with reasonable proficiency utilizing jazz voicings and voice-leading techniques. All upperstructure chords must be learned in all keys as well as ways to improvise on various chord structures. Basic knowledge of the keyboard is recommended, but the course is open to all instrumentalists and vocalists. Prerequisite: Must have some instrumental or vocal performance. (formerly listed as FA 288)

3 semester hours

**MU 156 Introduction to MIDI and Music Software**

This course will provide the student with an introduction to the use of Musical Instrument Digital Interface and its various formats. The principles of midi, use of computers in music, and music software as it applies to composition, arranging, sequencing, and music notation will be studied. How these formats enhance the performance of music and music production will be examined. Students will learn the technology that is used in pop music, soundtracks, and commercial music. A basic knowledge of music is required, but is open to all students with some musical background.

3 semester hours

**MU 250 Music Theory and Composition II**

This course is a continuation of Music Theory and Composition I. We will continue to build a theoretical and compositional foundation by studying 7th chords, part-writing, harmonic progressions, and chromatic harmony. In addition, we will compose original melodies and learn how to harmonize them, and undertake simple analysis projects to further understand how music is put together. Prerequisite: Music Theory and Composition I.

(formerly listed as FA 290)

3 semester hours

**C. Performance****MU 50 World Music Ensemble**

This ensemble will perform the folk/traditional music of non-Western European cultures, primarily focusing on music of African origins. Students will not be expected to have a prior background in music. The ensemble will be open to new students, as well as those who have already taken *MU 122-World Music History and Ensemble*, however enrollment will be limited. This course may be taken repeatedly, and after three semesters, may be used toward the Fine Arts core requirement.

1 semester hour



**MU 251 Performance Workshop**

This course is intended for students with a background in some area of music performance, whether classical, jazz, or popular music – vocal or instrumental. The goals of the course are to enhance the performance strategies of each student through study of anxiety-producing issues, in-class performance critiques, historical stylistic perspectives, and peer feedback. An extensive study of the techniques of *The Inner Game of Music* will also contribute individual growth. Prerequisites: Students must have a background in music performance and should be able to read music (students who do not read music may be admitted to the course on a case-by-case basis with permission of the instructor).

(formerly listed as FA 280) 3 semester hours

**MU 50 Symphony Orchestra**

This ensemble helps instrumental musicians develop their skills further through public concert performances in a symphonic orchestra. Admission is by audition only. Students are given instruction in ensemble performance ethics, phrasing, and stylistic interpretation. This course may be taken repeatedly, and after three semesters, may be used towards the Fine Arts core requirement. Prerequisites: Orchestra or Symphonic Band performance experience and will be selected through audition.

(formerly listed as FA 4A) 1 semester hour

**MU 256 Jazz Ensemble**

This organization is open to musicians who wish to develop their skills in jazz performing. Students rehearse and receive instruction in performing and improvising in different styles of jazz, from swing to fusion. This course may be taken repeatedly, and after three semesters may be used toward the Fine Arts core requirement. Prerequisites: Students must have instrumental or vocal performance experience and will be selected through audition.

(formerly listed as FA 4C) 1 semester hour

**MU 257 Chamber Singers**

This is a mixed choral ensemble dedicated to the learning and performing of significant chamber choir repertoire. Members of this highly competitive group are drawn from the larger Fairfield University Glee Club. Membership is by audition only.

(formerly listed as FA 6) 1 semester hour

**MU 258 Flute Choir**

This chamber ensemble helps flutists to develop their abilities further by playing in small groups under supervision. Students are given instruction in ensemble, flute technique, and interpretation. This course may be taken repeatedly, and after three semesters may be used towards the Fine Arts core requirement. Prerequisites: Must have some prior training on the flute. Membership by permission of instructor.

(formerly listed as FA 4B) 1 semester hour

**D. Independent Study and Internship****MU 300 Independent Study in Music**

By arrangement with music faculty, students may choose to work independently on special topics within the field of music. Availability of Independent Study supervision will be limited, and preference will be given to those majoring or minoring in music.

3 semester hours

**MU 305 Performing Arts Management Internship**

Internships are available in the management offices of the Greater Bridgeport Symphony Orchestra or the Connecticut Grand Opera and Orchestra. Students will receive semester credit in exchange for a minimum of 10 hours per week or work with one of these organizations. All aspects of concert management and production will be addressed, as well as grant writing procedures, fundraising, community outreach, etc. No more than 6 semester hours may count toward a major. No more than 3 semester hours may count toward a minor.

3 semester hours

**E. Applied Music Lessons**

The department provides private lesson instruction for all university students in most areas of music performance. These can be taken either as a sixth course or for no credit. The instruction carries an extra charge above tuition. There will be 10 lessons per semester, and students may enroll for 30 minutes, 45 minutes, or one hour of instruction per lesson. Lesson times are arranged individually with the instructor. Students interested in registering for lessons must do so by the second week of classes each semester, and should see Richard Shillea in Jogues 27 (Music office) for a registration form and more information.

Students may repeat lessons for credit each semester. Students taking lessons for credit will verify their progress with a performance examination every second semester.

Lesson Fees for 1995-96 Academic Year:

10 – 1-hour lessons: \$400 (optional 2 credits)

10 – 45-minute lessons: \$325 (optional 1 credit)

10 – 30-minute lessons: \$250 (no credit)

(Students may take any length lesson for no credit, but only the 1 hour and 45 minute lessons will be eligible for University credit.)

\* \* \*



The Fine Arts Department offers courses in **Film and Production**. Film history courses satisfy the general education core curriculum requirement in Fine Arts. These courses do not satisfy Fine Arts major and minor requirements.

### **FM 130 Art of Film: Production & Appreciation**

Covers such aspects of film production as technological development, camera movement, composition, lenses, angles, lighting, sound, editing, animation, and special effects. The course provides an overview of the art of film as related to realistic and expressionistic film theories through study of experimental, documentary, and feature films. In addition, students will work up a script, storyboard, and make a simple film of their own.  
(formerly listed as FA 130) 3 semester hours

### **FM 131 The Early Film**

Course is both a survey of world film history and an introduction to film criticism and analysis. The course will consider the early film with emphasis on the origins and development of the techniques of motion picture art. Relevant genres, filmmakers such as Griffith and Eisenstein, and historical events will be traced from the nickelodeon era through the emergence of sound in the 1930's.  
(formerly listed as FA 131) 3 semester hours

### **FM 132 The American Film**

Course covers the period in the history of film from the early sound films of the '30's to the present. Critical analysis and discussion will center on major technological advances, historical-social influences, prominent filmmakers such as Ford and Capra, genres, and themes in the era of the Hollywood film.  
(formerly listed as FA 132) 3 semester hours

### **FM 133 The Foreign Film**

Covers period from early sound films of the '30's to the present. The course will survey classic films, important directors, and major developments in the cinema of such countries as Germany, Russia, Italy, France, Sweden, and Japan. Emphasis is placed on the individual cinematic style and social-political climate of the countries chosen for discussion, including such movements as French New Wave and Italian Neo-realism.  
(formerly listed as FA 133) 3 semester hours

### **FM 230A Special Topics in Film – John Huston**

As all recipients of the American Film Institute's Life Achievement Award, John Huston's body of work was cited as having "stood the test of time." From his first film, *The Maltese Falcon* '41, through such classics *Treasure of the Sierra Madre* '48, *The Asphalt Jungle* '50, *The African Queen* '52, *The Misfits* '61, *The Man Who Would Be King* '75, and *Prizzi's Honor* '85, Huston flourished, winning Academy Awards for writing, directing, and even a nomination for acting. The course will survey his eclectic career chronologically, where for five decades, from the 40s to the 80s, Huston turned out classic films. 3 semester hours

### **FM 230B Special Topics in Film – Science Fiction**

There is more to Science Fiction film than flying saucers, androids, and ray guns. That the genre has continued to absorb audiences suggests that these films possess a mythic resonance beyond their immediate appeal as visual flights of fancy. Sometimes deliberately and often unconsciously the best SF films have reflected the fears and hopes of society. The mushroom cloud, the runaway computer, the spaceship have become pop icons. The course will survey the history of the SF genre from Melies *A Trip To the Moon* '02 to today's Star Trek movies, with emphasis on the 1950s, the golden age of Science Fiction film. 3 semester hours

## **French**

(See Modern Languages)

## **German**

(See Modern Languages)

Program in

## Greek and Roman Studies

**Professors:** Kelley, Rosivach (*Director*)

**Liaison Faculty:** Long (*Philosophy*),  
Schwab (*Fine Arts*)

The basic courses provided by Greek and Roman Studies aim at securing the proficiency in the Latin and Greek languages indispensable for a firsthand scholarly examination of classical antiquity. The "B.A." with Classics program, comprising two years of Latin and Greek, seeks to give students who will major in a field other than classics as wide a background in classical antiquity as time will permit both as an aid to their general cultural education and to assist them in their own major fields. Students may also pursue a minor of five courses drawn from the Program's offerings and from related courses in other departments. The Program also makes available as a general service to the University courses both in English and the original languages for those interested in various specific aspects of classical antiquity.

## Classical Civilization

### CL 115 Greek Civilization

A study of the Greek experience, of the social and cultural values, political institutions and economic structures of the ancient Greeks and their effect on the historical process in the period down to the death of Alexander. (A knowledge of Greek is not required.) *3 semester hours*

### CL 116 Roman Civilization

A study of Roman history through the prism of the first century B.C., the period of the collapse of the Republic and the establishment of the Empire. (A knowledge of Latin is not required.) *3 semester hours*

*CL 115 - CL 116 may be taken to fulfill the core requirement in history.*

## Greek

### GR 11 Elementary Attic Greek

Grammar of Attic Greek; readings in easier authors to develop a practical reading knowledge of ancient Greek. *3 semester hours*

### GR 21-22 Intermediate Greek Readings

Intensive reading of selected authors of moderate difficulty in various genres, with extensive readings in translation, to give a survey of classical Greek literature. Prerequisites: GR 11 or equivalent. *6 semester hours*

*May be taken to fulfill the core requirement in foreign languages.*

### GR 325-326 Advanced Greek Readings

Extensive readings of selected works of ancient Greek literature. Prerequisite GR 21-22. *6 semester hours*

## Latin

### LA 11 Basic Latin

Intensive study of Latin grammar. Students who complete this course will normally continue in LA 21-22. *3 semester hours*

### LA 21-22 Readings in Latin Prose & Poetry

For students with a background of high school Latin or its equivalent, this course attempts to fill out that background by extensive readings in the principal authors and genres not read in high school. *6 semester hours*

*May be taken to fulfill the core requirement in foreign languages.*

### LA 321-322 Latin Poetry

Extensive readings of selected authors of Latin poetry. Prerequisite: LA 21-22. *3 semester hours*

### LA 323-324 Latin Prose

Extensive readings of selected Latin prose authors. Prerequisite: LA 21-22. *3 semester hours*

---

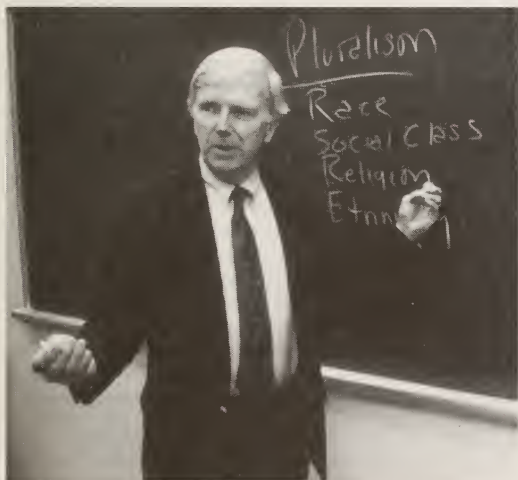
 Department of  
**History**


---

**Associate Professors:** Coury, DeAngelis, McFadden

**Assistant Professors:** W. Abbott (*Chair*), Behre, Bucki, Davis, Kazura, Petry

The Department of History introduces students to the richness and complexity of the human experience. The discipline of history trains students to understand history as "process": to research, analyze, synthesize, and critically evaluate evidence. To the historian, factual information is never an end in itself, but a means to understand how the conditions of our own day evolved out of the past. Those who major or minor in history receive a broad preparation for entrance into graduate school and the traditional professions of law, government, foreign service, journalism, business, and teaching. The Department participates in interdisciplinary programs with other departments in the American Studies Program, the Asian Studies Program, the Environmental Studies Program, the Latin American and Caribbean Studies minor, the International Studies Program, the Russian and East European Studies Program, the Women's Studies Program, and the University Honors Program. Students who attain high standards of scholarship are sponsored for membership in the Department's Psi Theta Chapter of Phi Alpha Theta, the International Honor Society for History, and participate in the special programs under its auspices.



## The Major

For the B.A. degree in history, the major must complete History 30 and at least nine upper-division history courses (100 level and above). Four of these nine courses must be designated as advanced (300 level) of which at least two must involve a major research paper. To ensure a broad background in historical study, majors are required to complete two upper-division courses in European history, two upper-division courses in U.S. history and two upper-division courses in non-Western history (Africa, Asia, Latin America, Middle East). At least one of these upper-division courses must focus primarily upon a period prior to 1750; at least one must focus primarily upon a period after 1750.

## The Minor

The history minor must complete History 30 and at least five upper-division courses, two of which must be courses designated as advanced (300 level). Of the five upper-division courses, the minor must take at least one in European, one in U.S., and one in non-Western history.

To ensure a well-planned and coordinated program, students are required to work closely with their history faculty advisor.

## Introductory Courses

The University requires that all students take two history courses as part of their humanities studies within the liberal arts core curriculum. This requirement is fulfilled by HI 30 plus one intermediate-level course.

### HI 30 The Foundations of "Modernization" in the West, 1500-1871

Under the impetus of the Renaissance and Reformation the Western world began the process of modernization by re-examining its concept of society, its political, religious, and economic institutions, and the individual's relationship to them. The rise of the nation-states and imperial rivalries opened European contact with the rest of the globe. The Scientific Revolution and the Enlightenment accelerated the intellectual search for truth which found political expression in revolutions in Great Britain, the United States, and France. Topics will include the rise of capitalism and the Industrial Revolution which transformed the economic basis of society; syndicalism, socialism, and Marxism as attempts to redress the economic disparity; the unification of Germany and Italy, and the development of the alliance system and military technology which heightened instability and created problems that persist in the world today.

3 semester hours



## Intermediate Courses, 200-299

All intermediate courses require HI 30 as prerequisite.

### HI 200 The Birth of the Post-Modern World, 1850-1950

In the second half of the 19th century industrial, social, and scientific progress enables the West to conquer the globe. But the increasing mechanization of society brings the alienation of the individual and the growth of class and racial antipathies. A wave of -isms (Marxism, nationalism, imperialism, etc.) increases the stress. Ultimately the impact of two world conflicts demonstrates the fragility of Western supremacy and raises major problems of relationships with the Third World and the social revolutions within the old system.

*3 semester hours*

### HI 201 Europe Enters the 20th Century, 1870-1920

Germany and Italy emerge as national states. Industrialization creates a new world and science and technology contribute to its triumphs and disaster. The culture of chaos, despair, and exhilaration. The scramble for colonies, militarism, the naval race, and power diplomacy make war inevitable while radical groups gain strength beneath the glittering surface. The United States and Japan become world powers. World War I and the suicide of a civilization.

*3 semester hours*

### HI 203 European Society in the Middle Ages

The social history of Europe from the agricultural revolution of the 11th century until the end of the Hundred Years War. From feudalism and the concept of courtly love, to the bitter power struggles of popes and monarchs, emphasis will be on the emerging institutions – secular and religious – which came both to define Western Europe in this and subsequent ages, and to provide its most enduring rifts and hatreds. The role of women in medieval society, the persecution of Jews and other minorities, the Crusades, and the Black Death will all be considered in depth, with particular focus on their impact on the lives of average Europeans. Readings from primary and secondary sources.

*3 semester hours*

### HI 211 Modern Germany I

The long road to Hitler begins. The tragic duality of German history — saviors and savages, soldiers and artists. Luther's break with Rome creates the neversolved problem of one Germany or two. The Hapsburg and Hohenzollern struggle for leadership pits universalism against nationalism. Germany embraces and then rejects the Enlightenment. The impact of the French Revolution and Napoleon forces the Germans into a united effort which, after the disastrous Revolutions of 1848, is crystallized into a national state by Bismarck. The Second Reich is born as a militarist, newly industrialized Germany.

*3 semester hours*

### HI 212 Modern Germany II

A united Germany achieves world-power status and becomes an industrial and imperial leader. William II stumbles into World War I. The Versailles Treaty dooms Germany's Weimar experiment with democracy. The events that led to Hitler. The Third Reich — dreams, doom, and damnation. The Holocaust and its heritage — World War II and another defeat. The two post-war Germanies — problems and divergence. The turbulent road to unification, problems for the future, rise of the new right.

*3 semester hours*

### HI 216 Rise of the British Empire

This course will examine British overseas expansion between 1497 and 1828: the Tudor-Stuart conquest of Ireland, the establishment of the North American colonies and West Indian plantations, the growth of British power in India during the 18th century, and the early phases of British rule in Canada, Australia, and South Africa. The causes and effects of imperial expansion will be studied from the standpoints of British political development, British society, the English-speaking colonists, and the native peoples of the empire.

*3 semester hours*

### HI 217 Empire to Commonwealth

Continues the examination of the British empire, from its great 19th-century expansion into Africa and Asia to its eventual crumbling under the impact of 20th-century independence movements and global war. Students will compare the various independence movements, from the relatively peaceful transitions of Canada and Australia to the more violent ones by Ireland, South Africa, and India. The course will finish with an examination of the current racial and cultural conflicts that beset Britain's former colonies, with particular focus upon Ireland and South Africa.

*3 semester hours*

### HI 218 The Renaissance and Reformation

The invention of the individual in the Italian Renaissance, and further developments by the great Northern Humanists (Petrarch, Boccaccio, Castiglione, Erasmus, Montaigne, Cervantes). Visions of society and the realities (Dante, Marsiglio of Padua, Machiavelli, More, Rabelais). God and Man (Erasmus, Luther, Calvin, Trent, the Jesuits, the Radicals). The Expanded Universe: the discovery of America and the new astronomy.

*3 semester hours*

### HI 230 Ancien Regime France

The political, social, and cultural development of France from the 16th century Wars of Religion to the ascension of Napoleon I in 1804. Emphasis will be on the effects of revolutionary change on daily life (including the role of women, popular piety, the church and religious dissent, and labor relations); and on the impact of new political languages beyond the borders of France itself. Source readings from the salon writings of the Bourbon court, to the raucous songs of the streets of Paris will aid in considering if a "French identity" was formed during the period.

*3 semester hours*

### HI 232 From Jefferson to the Civil War: The Young Republic, 1800-1865

Jeffersonian Republicanism and Jacksonian Democracy. A study of the political, social, religious, economic, cultural, and intellectual developments in this era of expansion and democratization. Emphasis on the development of political parties in this era of alternating cohesion and division. Special attention will be focused on the reform and utopian movements of the antebellum period, including Shakerism, Transcendentalism, Mormonism, Abolitionism, Feminism. Political disintegration, sectional polarization, Lincoln and the Civil War.

*3 semester hours*

### HI 238 The Emergence of the Modern United States, 1865-1920

A study of major transformations in the American economy and society from the end of the Civil War to the end of World War I. Forces of change in the U.S. — urbanization, industrialization, the maturation of corporate capitalism, and the growing importance of international affairs — will be analyzed, as will their effects on the way people lived, thought, and acted. Special attention given to the experiences of African-Americans, immigrants, and women.

*3 semester hours*

### HI 239 Twentieth-Century U.S.

Course surveys development in American social, political, and economic life since 1900. Major themes include problems of advanced industrial society, the growing government role in the economy, America's growing role in the world, and social movements of the 1930s and 1960s. Attention given to ethnic and cultural diversity within American society.

*3 semester hours*

### HI 243 American Constitution I

Origins of the American constitutional tradition. Revolutionary ideas in action. Jeffersonian republicanism and federal judicial power. The nationalism of the Marshall court. The Taney court and the expansion of business enterprise. Slavery and sectionalism. The Civil War and the Constitution.

*3 semester hours*

### HI 244 American Constitution II

Reconstruction. The Waite-Fuller court and the industrial revolution. Imperialism and the Constitution. Governmental efforts to restore competition. The police power and the Progressive Era. The tradition of national supremacy. A new era in civil liberties. The New Deal and the old Supreme Court. Procedural safeguards and civil rights. The incorporation theory.

*3 semester hours*

### HI 245 Feminism in America

We study feminism based on the premise that it is a multi-faceted struggle for women's autonomy and self-determination. The focus is largely confined to the United States, birthplace of the first organized women's movement. Periodically, we expand our view beyond the U.S. for purposes of comparison. During the 19th and 20th centuries, we analyze the development of the feminist movement as well as feminist

theory. We explore the discourse on gender mediated by race and class and its impact on women's lives. Using primary and secondary sources, we work towards a historical definition of feminism. (formerly listed as HI 143).

*3 semester hours*

### HI 246 Excellent Women, Deviant Women: The Female Experience

This course is a survey of American women's history from the colonial era to the present. Our purpose is to explore the impact as well as the interdependence of gender, race and class on experience. Although the term social history describes our approach, we use biography to illuminate key issues and enrich our perspective. Through careful examination of primary and secondary sources, we pursue two themes: 1) the interplay of gender constructs through the myths and realities of women's lives 2) the crucial role women played in transforming public and private space. We see women as agents whose testimony and actions are vital to understanding our history.

(formerly listed as HI 142)

*3 semester hours*

### HI 250 United States Foreign Relations, 1776-1914

Explores the foundation of U.S. Foreign Relations from Independence in 1776 to the outbreak of World War I in 1914. This course looks closely at the interrelationship between ideals and reality as the new United States struggled to protect and confirm its independence, establish a Constitutional basis for foreign policy, and expand its borders and influence across the North American continent and around the world. Discusses such questions as Manifest Destiny, the Monroe Doctrine, the Mexican War, the displacement of Native Americans, southern expansionism and the Civil War, the Spanish American War, and the Open Door Policy as the United States became a world power on the eve of World War I.

*3 semester hours*

### HI 251 United States Foreign Relations since 1914

Examines the development, crises, and turning points in U.S. relations with the world from Woodrow Wilson to the present. Explores issues such as U.S. reactions to the Russian Revolution, World War I, isolationism and the coming of World War II, the Grand Alliance, the origins and development of the Cold War, the Nuclear Arms Race, the Vietnam War, the United States and Latin America, U.S.-Soviet Relations, the Middle East and Persian Gulf crises.

*3 semester hours*

### HI 253 Colonial America, 1584-1750

A study of the foundations of American civilization. The colonial systems of Spain, France, and England are compared. The course stresses the development of the British colonies in New England, the mid-Atlantic, and the South. Special emphasis on such topics as Puritanism, the Great Awakening, and the Enlightenment in America. An exploration of Indian-white relations and the development of white attitudes towards blacks is included.

*3 semester hours*



**HI 258 Working People in 19th-Century U.S.**

Explores the social history of working people in the U.S. from the pre-industrial period to the depression of the 1890s. Our goal is to understand how and why "The Labor Question," as the search for social stability was called in much of the 19th century, was a key component of American history. The course examines three broad areas of working people's historical experience: 1) work itself, including managerial systems and technological change, 2) the making and re-making of the American working class over time, and 3) working people's relationships with employers and the state. Special attention will be paid to the issues of slavery and its aftermath, immigration, and the place of women in the economy. *3 semester hours*

**HI 259 Working People in 20th-Century U.S.**

Explores the social history of working people in 20th-Century America, from the "Second Industrial Revolution" of the 1890s to the "deindustrialization" and the "crisis" of the labor movement today. We will explore three broad areas of working people's historical experience: 1) how work has changed in this century, 2) how working people have defined themselves and their communities, and 3) how labor questions have affected management policy and public policy. Special attention will be given to factors of gender, race and ethnicity. *3 semester hours*

**HI 260 The Indian in American History**

After a broad survey of prehistoric Indian cultures in North America as they existed before contact with Europeans, this course will focus upon European contact and its effects on Native American culture. The Indian's role in the colonial period of eastern North American history is explored as are the ways in which Indian societies west of the Mississippi River responded to U.S. expansion in the 19th century and to that of the Spanish earlier. The evolution of federal Indian policy from the American Revolution to the late twentieth century is a major topic. *3 semester hours*

**HI 274/IL 260 The West and the World:  
Historical and Cultural Perspectives**

Examines, in topical, geographic, and critical approaches, the interaction of the United States and western Europe with the rest of the world in the 20th century. Considerable attention will be given to non-western perspectives such as those of Asia, Africa, Latin America, the Arab World, Russia, and Eastern Europe. An introduction to the history of U.S. foreign relations, international organizations, social change in the developing world, and world systems theory will also be included. (Not available for core credit; available for History Majors and Minors with Chair's prior approval.) *3 semester hours*

**HI 275 Russia's Road to Revolution, 1689-1917**

The modernization of Russia since Peter the Great; the impact of Western culture in the 18th century; Catherine the Great as reformer; intellectual protest against autocracy and serfdom; revolutionary ferment: Slavophiles and Westerners; from populism to Marxism-Leninism; the revolution of 1905; the industrialization of Russia to 1914; the revolutions of 1917. *3 semester hours*

**HI 277 Mexico: Cortés to NAFTA**

Aztec society on the eve of the Spanish conquest. The nature and techniques of Spanish imperialism. Colonial society – church, state, hacendados, castas, indios. The revolutions for Independence (1810-1821). The failure of liberalism in the Mid-19th century and the subsequent dictatorship of Porfirio Díaz (1876-1911). The Mexican revolution, 1910 to 1940, and post-revolutionary Mexican Society, 1940-present. *3 semester hours*

**HI 280 The West and the Middle East**

An examination of Western and Middle Eastern relations from the 18th century to the present. An effort is made to relate recurring upheavals of the Middle East, including conflicts between ethnic-religious groups and economic classes, to structural transformations that have developed over two centuries. Topics include: Western colonization and conquest; Middle Eastern nationalism; the Arab-Israeli conflict; the economics and politics of oil; the Islamic revival. *3 semester hours*

**HI 281 Portrait of the Arabs**

An interdisciplinary course that provides a broad introduction to Arab culture and society in the past and present. Novels, poetry, films and scholarly studies are used to investigate contemporary issues and their relationship to a complex historical legacy. Topics include the formation of Arab identity; the relationship of city and countryside; women and the family; literature, the arts and architecture; and nation-building. *3 semester hours*

**HI 282 Social and Cultural History  
of China and Japan**

Examines the traditional institutions of the classical and imperial ages of China and Japan to c. 1800. Topics include: the Confucian basis of society, state, and education, the diffusion of Sinic culture among China's neighbors, arts and aesthetics, Japanese feudalism and the samurai tradition, early western contacts with China and Japan. *3 semester hours*

**HI 283 Modernization in China and Japan**

A study of the transformation of traditional civilizations of East Asia since 1800. Topics include the impact of the West and the opening of China and Japan, Japan's Meiji reform and rise to a world power, imperialist rivalry in China, and Nationalism and Communism in the 20th century. *3 semester hours*

**HI 288 Colonial Latin America, 1492-1800**

Indian cultures, Portuguese and Spanish institutions and values on the eve of the conquests. The clash of cultures and interests and three ensuing centuries of New World dialectics: conquistadores, viceroys, colonists, priests, friars, Indian caciques and peasants, black slaves, free mulattoes mutually interacting and forming, by 1800, a new civilization composed of varying hybrid cultures from the Rio Grande to Tierra del Fuego. The Iberian colonies on the eve of the 19th century revolutions for independence. *3 semester hours*



**HI 289 Latin America in Revolution, 1800-present**

The successful overthrow of the Colonial establishment 1808-1826, and two centuries of ensuing political, economic, social and cultural instability and the search for a viable social order. Latin American liberalism in the 19th century. Abolition of slavery. The elusive search for order in the 20th century, an age of revolution, counter-revolution, and persistent oligarchies.

*3 semester hours*

**HI 290 Central America:****Conquistadores to 1990's Peace Accords**

The indigenous cultures of Central America in 1500. The conquest culture of the Spanish, 1524-1821. The failure of Central American Union after independence, and the consolidation of old elites through liberal and conservative regimes. Attempts at modernization in the late 19th century and the beginnings of U.S. hegemony. 20th century modernization under U.S. auspices and failed revolutions in Guatemala, El Salvador, and Nicaragua.

*3 semester hours*

**HI 291 Africans in the New World 1500-1800**

The experience of Africans in the colonies of the New World from 1500 to 1800. The economic origins of modern slavery, the traffic in African slaves, perceptions of Africans by Europeans, slave systems imposed on the Africans, the response of Africans to slavery and subjection, and the role of freed Africans in the Spanish colonies, Portuguese Brazil, the British West Indies, French Saint-Domingue (Haiti) and British America/United States. Extensive use of primary sources.

*3 semester hours*

**Advanced Courses, 300-399**

**All advanced courses require HI 30 and one intermediate course.**

**HI 310 The Third Reich**

A detailed study of the origins, theory, and practice of the Nazi regime in Germany. Special attention will be paid to the historic antecedents of Nazism, anti-Semitism, and totalitarianism in the German past; the structure and functions of the Nazi program; the Holocaust; everyday life under Hitler, and the Nazi legacy. The course requires focused written and oral presentations.

*3 semester hours*

**HI 316 The French Revolution and Napoleon**

The course will deal with the causes of the Revolution, the move from moderate to radical change, the dynamics of the Terror, the roots of counterrevolution, and the reaction that led to military dictatorship; it will also analyze Napoleon's career, the basis of his empire and its relationship to the satellite kingdoms, and the effects of French hegemony upon Europe.

*3 semester hours*

**HI 317 Religious Outsiders in****Early Modern France and Europe**

The role of religious minorities, including Protestants, Jews, and Catholic splinter groups will be explored from 1492 to the French Revolution, with emphasis on the political and social aspects of each group's existence. Images of religious minorities, and forms of oppression and persecution, will be examined in order to determine the boundaries of authority and the nature of belonging in European society, and how they were changing during this period. Primary and secondary sources will be used.

*3 semester hours*

**HI 319 The European Enlightenment**

An extended introduction to the classic *philosophes* of the European Enlightenment, Montesquieu, Voltaire, Helvetius, Diderot, Rousseau, d'Holbach, Hume, Beccaria, Lessing, Kant and their notions of empiricism, utilitarianism, liberalism and "human rights." Primary source readings on the *philosophes'* views of women and human sexuality, the "other" (Jew, African, Muslim, American Indian), colonialism (Adam Smith). Major texts of Diderot, Gibbon and Condorcet to conclude the survey.

*3 semester hours*

**HI 320 European Romanticism, 1770-1840**

Primary source readings in the late 18th century founders of European romanticism (Rousseau, Goethe, Blake, Schiller and Lessing) and extended readings in the classic romantics (Chateaubriand, Constant, de Maistre, Byron, Shelley, Büchner, Mazzini and Newman). Further primary source readings to consider the romantics' views of society, religion, women, Negroes, slavery, American Indians, Arabs. Shelley's *Defense of Poetry* and a Balzac novel to complete the survey.

*3 semester hours*

**HI 323 Tudor-Stuart Britain, 1485-1714**

This course examines the changes in church, state, and society that took place in the British Isles from the accession of Henry VII to the death of Queen Anne. These centuries saw the unification of England, Ireland, and Scotland under a single government, the development of that government from feudal kingship into Parliamentary-based bureaucracy, and the shattering of medieval Catholicism into a variety of different churches and doctrines. The course will also examine the structure of Tudor-Stuart society, and the cultural changes resulting from the Renaissance and the Scientific Revolution.

*3 semester hours*

**HI 331 Era of the American Revolution, 1763-1800**

An examination of the coming of the American Revolution and the transition from colonial to national status. A discussion of the military struggle itself will be included, as well as an assessment of the political, social, and economic effects of the Revolution. The Confederation period, the forming of the 1787 Constitution and the Federalist era. Special emphasis on such figures as John Adams, Tom Paine, Jefferson, Hamilton, Madison, and Washington.

*3 semester hours*

**HI 340 Reconsidering the New Deal Order, 1930-1980**

Seminar explores the history of U.S. society and politics from the Great Depression to the Great Society and considers the reasons for the successes and failures of public policy during these times. After considering economic and social changes from 1930 to 1980, course examines the history of domestic social policy topics such as unemployment relief, economic planning, industrial relations, and the welfare state. The initiatives generated by politicians, business groups, government planners, labor movements, and community movements will be considered.

*3 semester hours*

**HI 342 Immigration, Ethnicity, and Race in U.S. History**

Intensive reading, writing, and discussion course on the history of U.S. immigration in the nineteenth and twentieth centuries. Arranged thematically rather than chronologically, situates the U.S. within the context of global migration patterns and economic development. Investigates patterns of migration and community settlement, family strategies of survival and adaptation, and immigrant cultures. Analyzes how successive groups of immigrants were received by U.S. society by examining the origins and effects of recurrent waves of racism and nativism, as well as ethnic and class antagonism that pervade American history.

*3 semester hours*

**HI 348 Social Movements in U.S. Political History**

Seminar explores the social history of grass-roots political movements in the 19th and 20th century U.S. and their effect on the contours of formal politics in American history. Political processes we will study are pressure-group activity within the two-party structure, grass-roots political action, the rise of third parties, and alternative ideologies. We will examine the development, transmission, and change of popular political culture, the effects on politics of organization in other arenas, as well as the importance of racial and ethnic identities in American politics.

*3 semester hours*

**HI 354 American Military History**

This course will study the role of the military in a democratic society and the impact of war on a nation by examining the political, economic, social and intellectual effects of war. We shall analyze the nature of warfare and militarism by examining policy, strategy and tactics, logistics, technology and weaponry, geopolitics, the military-industrial complex and war in the nuclear age. We will study America's wars from the 17th century to Vietnam with special attention to the ideological bases for revolutionary warfare and wars of national liberation.

*3 semester hours*

**HI 355 The United States in World War II**

An investigation of the origins of World War II from the failures of the World War I peace settlements, the League of Nations, and Collective Security to the eruption of war in Europe and the Japanese attack on Pearl Harbor. The important diplomacy of the war-time alliance, the major Theatres of War and the military campaigns of Europe, Russia, North Africa and the Mediterranean, Asia and the Pacific, the use of the Atomic Bomb and the failure to make a satisfactory peace will be studied.

*3 semester hours*

**HI 356 History of the Cold War**

This intensive reading, writing, and discussion seminar focuses on the origins, deepening, and decline of the Cold War between the United States and the Soviet Union from 1917 to 1991, covering such issues as Lenin-Wilson ideological antagonism, the shift from Grand Alliance to Cold War, the Arms Race, the Rise and Fall of Detente, and the collapse of the Cold War order in Europe and the Soviet Union, 1989-1991. Attempts will be made to approach the topic by understanding both sides of the conflict, studying decisions, policies, and actions in a bilateral fashion.

*3 semester hours*

**HI 362 The Frontier:****Man, Nature, and the American Land**

The interaction of man and the American land from the earliest colonial settlements to the present. The course includes an analysis of the Turner thesis; a survey of regional evolution (New England and the Southwest, for instance); the westward movement; the experience of pioneer women; and mining, cattle and farming frontiers. Finally, the course examines changing attitudes toward the environment as reflected in the writing of American naturalists. Man and the environment in different eras of the American past.

*3 semester hours*

**HI 363 China in Revolution**

Traces the major developments since the Chinese revolution of 1911. Major themes include the struggle between the Nationalists and Communists for control of China; political, economic and social changes under Communism since 1949; the "two Chinas"; the "Great Leap Forward"; Communist diplomacy; thoughts of Chairman Mao; the Great Proletarian Cultural Revolution; China and America, and the post-Mao era of reform.

*3 semester hours*

**HI 364 Tradition and Revolution in Southeast Asia**

A study of mainland Southeast Asian cultures (Burma, Kambuja, Laos, Thailand and Vietnam) and an analysis of the Chinese and Indian influences. The impact of differing forms of Western colonialism on native cultures, the legacy of imperialism, the process of "modernization" in emerging nation-states, and nationalism and Communism as events leading to the Vietnam wars are major themes.

*3 semester hours*

**HI 370 The Jews of the Middle East and North Africa**

An examination of Jewish history within the Middle East and North Africa from the rise of Islam until the creation of Israel. An effort is made to analyze the development and key features of Judeo/Arab societies, as well as the factors that contributed to their disintegration and destruction. Topics include: Arab/Jewish relationships before Islam; the Prophet Muhammad and the Jews; the legal, social and economic status of Jews in the Arab/Islamic Middle Ages; Jewish cultural development within an Arab/Islamic context; Jews of the Arab and Turkish worlds in the 19th and 20th centuries.

*3 semester hours*



**HI 371 Arab-Israeli Conflict**

The course traces the Arab-Israeli Conflict from the end of the 19th century until the present. Emphasis is placed upon the political and socio-economic transformation of Palestine as Zionists and Palestinian Arabs struggled for political sovereignty in the same land. Topics include: Anti-Semitism and the Birth of Zionism; the British Mandate; the Creation of Israel; the Relationship between Israel and the Arab States; the Israeli Domination of the West Bank and Gaza; the Rise of the Palestinian Resistance; Israel's War in Lebanon; Prospects for the Future.

*3 semester hours*

**HI 372 History of Terrorism**

An analysis of the history of terrorism as it has been perpetrated by individuals, political-military groups, and states of different political ideologies. Topics include: political violence in antiquity and medieval times; the French Revolution; terrorism and anarchism and Marxism; terrorism and national liberation, and terrorism and religion.

*3 semester hours*

**HI 376 The Spanish Caribbean:****Cuba, Santo Domingo, and Puerto Rico from Columbus to Castro**

The Spanish conquest, the demise of the Caribbean Indians. Colonial institutions and plantation slavery. Toussaint L'Ouverture and the establishment of the first Black republic in Latin America. Economic growth and revolutionary currents in 19th century colonial Cuba. Twentieth century anarchy and dictatorship in Haiti and the Dominican Republic. U.S. economic domination of Puerto Rico and the emergence of a Puerto Rican identity. The final stages of Cuba's Hundred Years War of liberation from Spain and the United States: Fidel Castro and Marxist Revolution. Aristide's Haiti.

*3 semester hours*

**HI 384 Soviet Politics and Society, 1917-1991**

An intensive reading, writing and discussion course on key issues in Soviet society since the Revolutions of 1917. This course will approach the 20th century Soviet experience in the context of the current crisis, and attempt to understand history in part by looking at the perceptions which today's citizens and their leaders have of their own past. Covers such major themes as the impact of the 1917 Revolutions; Lenin, War Communism, and the New Economic Policy; Stalin, Collectivization and the Great Purges; the Russian War Experience and the Cold War; Khrushchev, Reform, and DeStalinization; Brezhnev, stagnation and detente; Gorbachev, glasnost, perestroika, and political and economic crisis; the Revolution of 1989-1991.

*3 semester hours*

**HI 395 History Internship**

Candidates will work a minimum of eight hours per week during the semester at either the Fairfield Historical Society, Greenwich Historical Society, or Bridgeport Public Library Historical Collections. An intern's work at these sites may include researching and mounting an exhibit, cataloguing manuscript and artifacts collections, or organizing and conducting historical walking tours. Training in required skills will be provided at the site. Under the direction of a member of the history faculty, interns will write a research paper based on the work of the internship. Juniors and seniors by arrangement as available.

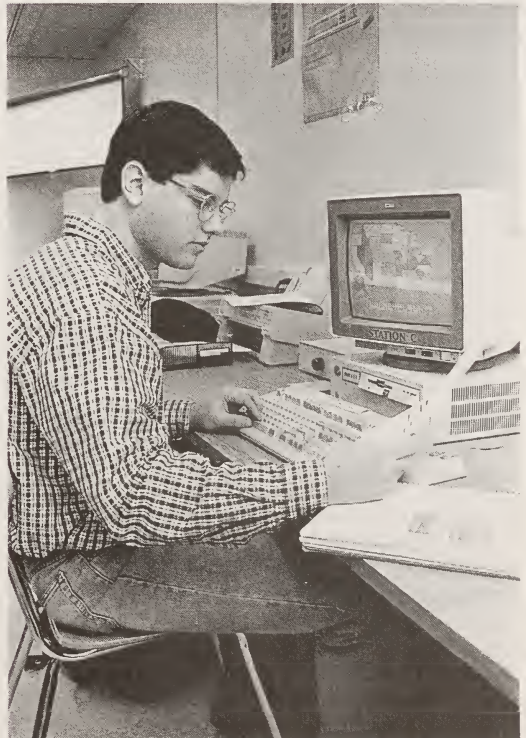
*3 semester hours*

**HI 399 Independent Study**

Open to seniors only. A course designed to provide an opportunity for advanced students to develop critical reading skills and writing ability in a tutorial arrangement with a chosen professor. Normally, the course will result in a serious paper of publishable quality in student-centered journals (15-20 pages).

Students must apply to a professor under whose direction they wish to study during the normal registration time of the preceding semester. All independent study must have the concurrence of the Department chairperson. Students should apply to the chairperson first for a copy of the "Department Policy for Independent Study."

*3 semester hours*





## Honors Program

**Director:** Lakeland

**Advisory Board:** Bernhardt (*Mathematics*); DeWitt (*Philosophy*); L. Katz (*Business*); O'Driscoll (*English*); Rakowitz (*Psychology*)

The overall objective of the Honors Program is to engage talented students drawn from all the undergraduate schools of the university in a challenging program of study through a carefully-crafted series of courses and seminars. The emphasis is on active involvement in the learning process, and the intention is that the Program complements studies in both core and major, without having a negative impact upon students' freedom to pursue minor or elective courses. The Honors Program consists of approximately 30-35 students from each class, selected partially at the time of admission to the university, partially towards the end of freshman year.

The following particular aims can be identified. To encourage students:

1. to become generally culturally literate; that is, to study some at least of the "great ideas" of the Western cultural and intellectual tradition in the humanities, the arts, the social and natural sciences;
2. to be familiar with the challenges to the idea of "the Western tradition," from certain groups within Western culture, particularly from racial minorities and from feminist theory;
3. to develop a sensitivity to and acquaintance with cultures other than their own;
4. to learn to make connections between disciplines, and to ask the larger questions which transcend any single discipline;
5. to bring the Honors experience to bear upon the field of their chosen major at a high level of accomplishment through the completion of an independent project appropriate to the particular discipline.

The Honors Program requires 27 credits spread over three or four years. Twelve credits are earned in the first year of the Program, six in each of the two subsequent years, and three in the final year. Honors students are exempted from certain "core" courses to enable them to complete the Program. An average grade of B+ or higher in Honors courses is required to receive the Honors designation on the student's academic record.

### HR 100 Ideas That Shaped the West

This course, taken together with HR 101 below, leads students to examine the development of two selected ideas or themes from Western intellectual history. The focus is on the evolution of philosophy, society, science and the arts. The ideas selected may change from year to year.

3 semester hours

### HR 101 First-Year Seminar I

This seminar studies primary texts related to the lecture course described above in HR 100.

3 semester hours

### HR 102 Minds and Bodies

This course, taken together with HR 103 below, examines the understanding of the interplay of rationality and embodiment as it has developed in Western Society. The particular topics covered may vary from year to year.

3 semester hours

### HR 103 First-Year Seminar II

This seminar studies primary texts related to the lecture course described above in HR 102.

3 semester hours

### HR 200 Challenges to the Western Tradition

In this course, Honors students examine the notion of a Western intellectual tradition, study critiques of this notion and of its impact upon those whose voices are silent in the tradition, and in turn reflect critically on the challenges themselves.

3 semester hours

### HR 201 Non-Western Culture

An intensive study of a non-Western culture, focusing particularly on the ways in which this culture appropriates its reality, and on its perceptions of Western culture.

3 semester hours

### HR 300/301 Interdisciplinary Seminar

This two-semester interdisciplinary seminar examines one of three themes, which are rotated on a three-year cycle: "Chaos," "Genius and the Creative Process," and "The Idea of Progress and Its Critics."

6 semester hours

### HR 400 Major Honors Project

A substantial research paper or project in the student's chosen major field.

3 semester hours

Program in

## International Studies

**Directors:** Bhalla (*School of Business*); LeClair (*College of Arts and Sciences*)

The International Studies Major is an interdisciplinary program, jointly offered by the College of Arts and Sciences and the School of Business. It provides students with a course of study devoted to the understanding of world cultures, politics, economics and business. The core courses outlined below provide an overview of the international environment and a theoretical framework in which global issues are examined. The electives enable students to study a particular international aspect including business, religion, culture, political relations, or a particular world region.

Two majors are offered under this program: the College of Arts and Sciences offers a B.A. in International Studies, while the School of Business offers a B.S. in International Studies-International Business. Students in both degree programs share a common interdisciplinary core. The remaining courses are selected from multidisciplinary offerings as described below.

Requirements for the 33-credit **major** in International Studies are:

### College of Arts and Sciences (B.A. in International Studies)

An 18-credit core composed of:

IL 100	The Global Environment
IL 110	The Global Business Environment
IL 210	Comparative Development Models
IL 220	Issues in Contemporary Global Politics
IL 260	The West and the World
IL 300	Senior Capstone Seminar

15-credits of Electives selected from courses with an international focus. Two of these must be taken in the School of Business.

In addition, **majors** must complete a complementary minor in an appropriate area selected in consultation with the International Studies Director. Appropriate minors include, but are not limited to: Asian Studies, Caribbean/Latin American Studies, Faith Peace and Justice, Modern Languages, History, Economics, Fine Arts, or Politics.

The College of Arts and Sciences also offers a **minor** in International Studies. The minor is an 18-credit program of six courses drawn from at least three disciplines. All students declaring this minor after the Fall of 1994 must complete IL 100 and IL 110 as two of the six courses.

### School of Business (B.S. in International Studies)

An 18-credit core composed of:

IL 100	The Global Environment
IL 110	The Global Business Environment
IL 210	Comparative Development Models
IL 220	Issues in Contemporary Global Politics
IL 260	Transnational Corporations
IL 300	Senior Capstone Seminar

15-credits of Electives selected from courses with an international business focus. Two of these must be taken in the College of Arts and Sciences.

Students may also complete an 18-credit **minor** in International Business. Details of the minor are included in the International Business heading in the School of Business section of the catalogue.

### Courses offerings:

#### International Studies Program

IL 100	The Global Environment
IL 110	The Global Business Environment
IL 210	Comparative Development Models
IL 220	Issues in Contemporary Global Politics
IL 250	Transnational Corporations
IL 260	The West and the World
IL 298	Internship in International Studies
IL 299	Independent Study
IL 300	Senior Capstone Seminar

#### School of Business Electives

BU 120	Environmental Management
BU 360	International Business Law
FI 240	International Finance
IS 350	International Information Systems
MG 360	International Management
MK 360	International Marketing

#### Communication

CA 340	Intercultural Communication
CA 341	International Communication

#### Economics

EC 125	Competition and Competitiveness
EC 130	Introduction to Global Economics
EC 231	International Trade
EC 233	International Finance
EC 235	Economic Development in the Third World

**English**

- EN 257 20th Century Irish Drama  
 EN 267 Modern British Literature  
 EN 366 20th Century Russian Novel  
 EN 374 The Modern British Novel  
 EN 375 Post-Modernism in World Literature  
 EN 398 Women and Fiction:  
     An International Perspective

**Fine Arts**

- AH 152 Modern Art  
 AH 190 Political Art  
 FM 133 The Foreign Film  
 MU 144 Music of the Twentieth Century  
 TA 111 History of Theatre II  
 TA 121 Modern European Theatre

**History**

- HI 212 Modern Germany II  
 HI 251 U.S. Foreign Relations Since 1914  
 HI 280 The West and the Middle East  
 HI 281 Portrait of the Arabs  
 HI 283 Modernization in China and Japan  
 HI 290 Central America  
 HI 356 History of the Cold War  
 HI 363 China in Revolution  
 HI 364 Tradition and Revolution in Southeast Asia  
 HI 371 Arab-Israeli Conflict  
 HI 377 Mexico - 1519 to the Present  
 HI 384 Soviet Politics and Society, 1917-91

**Politics**

- PO 12 Comparative Politics  
 PO 130 International Relations  
 PO 135 Peace and War in the Nuclear Age  
 PO 139 Central and East European Politics  
 PO 140 European Politics  
 PO 141 African Politics  
 PO 142 Latin American Politics  
 PO 143 Caribbean Politics  
 PO 144 Middle Eastern Politics  
 PO 145 The Major Powers of Asia  
 PO 146 America and the Vietnam Experience  
 PO 149 Politics in the Developing World  
 PO 221 British Seminar  
 PO 246 Seminar on China  
 PO 249 Seminar on Russia

**Religious Studies**

- RS 187 Hinduism  
 RS 188 Buddhism  
 RS 191 Religions of China and Japan

**Sociology & Anthropology**

- AY 111 Cultural Anthropology  
 SO 191 Social Change in Developing Nations

**Area Studies**

- Asian Studies  
 Latin American and Caribbean Studies  
 Russian and East European Studies

**IL 100 Introduction to the Global Environment**

This is the introductory course and provides students with a perspective on two key components of the global environment – Geographical and Cultural. This course introduces students to the existing geographical and cultural differences amongst nations, their influence on local human development and economic growth, and their impact upon growing mutual interdependence of nations. *3 semester hours*

**IL 110 The Global Business Environment**

This course deals with the concepts and rationale of international business. In particular, this course examines theories of international trade and direct foreign investment, the emergence of Transnational Corporations (TNCs) as a global business institution, their growing involvement in world trade and investment, the risks involved in international business, and various options available to TNCs to hedge risk through organizational and financial arrangements. *3 semester hours*

**IL 210 Comparative Development Models**

This course examines four economic development models widely applied to different nations, including the U.S. Development Model, the U.K. Development Model, the Japanese Development Model, and the (former) Soviet Development Model. The course will help students to understand the distinguishing features of these economic systems, and their success or failure in providing economic growth and development. *3 semester hours*

**IL 220 Issues in Contemporary Global Politics**

This course, using power as a currency, examines the relations among states in the international system, in order to understand the sources of conflict, and the means of achieving conflict resolution. Through research papers and class simulations, the course will also explore the nature of the new world order emerging from the Cold War. *3 semester hours*

**IL 250 Transnational Corporations –  
A Global Perspective**

This course examines the emergence and growth of transnational corporations (TNCs), their impact on the economic development of various countries, their relationship with host governments, and their role in the emerging third world. Students are exposed to the practical realm of global business analysis and the basics of the operation of transnational corporations in different parts of the world. *3 semester hours*



### **IL 260/HI 274 The West and the World: Historical and Cultural Perspectives**

Required for all International Studies Majors in the College of Arts and Sciences, and available for History majors and minors. Examines, in topical, geographic, and critical approaches, the interaction of the United States and western Europe with the rest of the world in the 20th century. Considerable attention will be given to non-western perspectives such as those of Asia, Africa, Latin America, the Arab World, Russia, and Eastern Europe. An introduction to the history of U.S. foreign relations, international organizations, social change in the developing world, and world systems theory will also be included.

3 semester hours

### **IL 298 Internship in International Studies**

Students will be placed with a local corporation, governmental agency, or non-profit organization in a position with an international component. Interns will learn how to apply the knowledge acquired in their course of study to real-world situations. Completion of the internship will require the submission of a paper to the student's faculty sponsor. May not be repeated.

3 semester hours

### **IL 299 Independent Study**

Students will pursue an independent research project on international issues under the supervision of a faculty member. Open to Juniors and Seniors with permission.

3 semester hours

### **IL 300 Senior Capstone Seminar**

This course is offered in the senior year, after students have completed all core courses in International Studies. The main thrust of this course is to help students in identifying emerging trends in global business, economics, politics and the socio-cultural environment. The effect that these trends have upon existing international relations and international business will be examined. The Capstone Seminar is designed to help students in developing creative thinking in analyzing international issues, such as the emerging "New World Order", and their potential influences on world politics and development. Open to seniors only.

3 semester hours

## **Latin American and Caribbean Studies**

**Director:** Dew (*Politics*)

**Liaison Faculty:** Buss (*Economics*), Campos (*Spanish*), Dew (*Politics*), García-Devesa (*Spanish*), Hodgson (*Sociology*), Lakeland (*Religious Studies*), Panico (*Spanish*), Petry (*History*)

Fairfield University's commitment to a humanistic perspective and to the concept of social justice requires that Fairfield students be introduced to the "other Americans" who inhabit this hemisphere. The rainbow mixes of indigenous, European and African strains in the Americas have produced rich and vibrant cultures that eloquently display the infinite possibilities of human community and creativity.

It is the aim of the Program in Latin American and Caribbean Studies (LACS) to introduce students to characteristic aspects of these peoples and cultures which, because of their inherent value and the historic U.S. involvement with them, merit study and celebration in their own terms. The "pre-Colombian" indigenous cultures, the systems of African slavery, economic dependency, 20th century revolutions in poetry, painting, literature, politics, the church, and the reassertion of negritude and Indian rights in Mesoamerica, the Caribbean and North and South America are some of the themes considered in the courses offered in the Program.

The 15-credit minor in Latin American and Caribbean Studies represents a revision of the previous program. Requirements now consist of intermediate language competency plus completion of:

1. One of the two interdisciplinary, capstone seminars (LA 301 or 302) on the themes of "Latin America and the United States" and "The Human Condition in Latin America." The seminar topics will alternate each spring, beginning Spring, 1996. Reading competency in Spanish (or French or Portuguese) is a requirement of these seminars (see below).
2. Four additional courses in at least three of the participating disciplines taken from the list of courses. The LACS minor permits the multiple counting of courses for credit in the core or in other programs.

Intermediate competence in Spanish (SP 101-102 or 121-122 or the equivalent in French or Portuguese) may be certified by course work, study abroad, testing or other acceptable means. Active foreign language use on a Pass/Fail basis will be determined by means of demonstrated ability to read and comprehend study or research materials in use or relevant to the capstone seminar.

Please note that prior to 1995-96, the minor consisted of two semesters of Continuing Spanish and three other courses from the course offerings.

### Course Offerings:

#### Economics

- EC 235 Economic Development of  
Third World Nations

#### History

- HI 277 Cortés to the NAFTA  
(formerly HI 377)
- HI 291 Africans in the Americas, 1500-1800
- HI 288 Colonial Latin America, 1492-1800
- HI 289 Latin America since 1800
- HI 290 Central America: Conquistadores  
to the 1990's Peace Accords
- HI 376 The Spanish Caribbean: Cuba, Puerto  
Rico, and Santo Domingo from  
Columbus to Castro & Aristide

#### Politics

- PO 142 Latin American Politics
- PO 143 Caribbean Politics

#### Religious Studies

- RS 135 Liberation Theology

#### Sociology

- SO 191 Social Change in Developing Nations  
(formerly SO 181)

#### Spanish

- SP 222 Spanish Conversation
- SP 253 Spanish American Civilization & Culture
- SP 271 Hispanic Film
- SP 287 U.S. Latino Literature
- SP 303 Survey of Spanish American Literature I
- SP 304 Survey of Spanish American Literature II
- SP 346 Spanish American Drama
- SP 347 Masters of the Spanish American Novel
- SP 353 Spanish American Short Prose Fiction
- SP 359 Puerto Rican Literature and Culture
- SP 371 Images of Latin American Indians

See departmental listings for course descriptions.

Department of

## Mathematics and Computer Science

**Professors:** Dennin, Fine, G. Lang, MacDonnell, Wong

**Associate Professors:** Bernhardt, Bolger, Coleman,  
Mulvey, Spoerri, Weiss (*Chair*)

**Assistant Professors:** O'Neill, Rimlinger, Schwartz

**Lecturers:** C. Cron, J. Cron, Messman, Money, E.  
Rowe, M. Simon, Turechek

For the student of arts, business, and the social sciences, the Department of Mathematics and Computer Science seeks to give training in basic and necessary skills, to highlight the cultural and applied values of mathematics, and to show the relationship between other branches of knowledge and mathematics.

The major in Computer Science is described under its own heading on page 62.

### Major in Mathematics

*Major in mathematics:* The mathematics major at Fairfield is designed to give the student as strong and as wide a background in undergraduate mathematics as possible. This major provides the foundation for further graduate studies in theoretical or applied fields of mathematics. It also prepares for other fields, such as computer science or law, in which strong quantitative skills are needed, or for employment in mathematics-related fields, either in industry or in teaching. Mathematics majors also have the option of concentrating in computer science. Those wishing a stronger mathematical background may opt for a mathematics major with a minor in computer science.

Graphing calculators and computer software are integrated as much as possible in the mathematics curriculum. Mathematics majors are required to have a graphic calculator at least as powerful as a TI-82.

All mathematics majors will take a comprehensive examination in their senior year. A grade of Passed with Honors, Passed or Failed will be recorded on the transcript.

Majors in mathematics must complete 3 credits of a high level computer programming language, such as Pascal, APL, or FORTRAN by the end of their junior year. Students who can demonstrate proficiency in one of these languages may have this requirement waived by the Department Chair.

Students invited to take the Honors Seminar (MA 390-391) will receive three credits for a free elective if they complete one semester. Students completing two semesters will earn six credits, three credits of a free elective and three credits as one of their mathematics electives.

Students who do student teaching (ED 381-382) may have one mathematics elective waived if they have taken MA 383, Modern Geometry. Those planning on a career in secondary education should consult the Coordinator of the Program in Education and the Chair of this Department as early as possible.

Although physics is the usual science taken by majors in mathematics or computer science, a different laboratory science may be substituted with permission of the Chair.

The intern program provides senior mathematics majors an opportunity to gain practical, career-related experience in a variety of supervised field settings. Internships could be in any one of a number of areas such as numerical analysis or statistics. Internships may be for one or two semesters. The intern is expected to work a minimum of 10 hours per week on-site and complete the required academic component specified by the faculty advisor. An internship may not replace a mathematics elective to fulfill the requirements for a major.

## Minors in Mathematics

*Minor in mathematics:* The minor in mathematics consists of second semester Calculus (including appropriate prerequisites) and three mathematics courses at the 200 level or higher. The specific selection of courses must have approval of the Chair of the Department of Mathematics and Computer Science.

## Bachelor of Science

(Major in Mathematics)

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Mathematics (MA 171-172)	4	4
Core	12	12
<b>Sophomore Year</b>		
Mathematics (MA 271, 272, 231, and 235)	6	6
Core (includes Science)	10	10
<b>Junior Year</b>		
Mathematics (MA 371, 334)	6	
Mathematics electives		6
Core	6	3
Electives	3	6
<b>Senior Year</b>		
Mathematics electives	6	6
Core	3	
Electives	6	9

## Bachelor of Science

(Major in Mathematics with a concentration in Computer Science)

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Mathematics (MA 171-172)	4	4
Core	12	12
<b>Sophomore Year</b>		
Mathematics (MA 271, 272, 231, and 235)	6	6
Computer Science (CS 131-132)	3	3
Core	6	6
<b>Junior Year</b>		
Mathematics (MA 371, 334)	6	
Mathematics elective (or CS 342 or 343)		3
Computer Science (CS 221, 232)	3	3
Core	6	3
Electives		6
<b>Senior Year</b>		
Computer Science (CS 331)	3	
Numerical Analysis (CS/MA 377)	3	
Mathematics (Theoretical Elective)		3
Core (includes Science)	7	4
Electives	3	6



## Mathematics for Non-Majors

### MA 9-10 Mathematics for Liberal Arts

Major mathematical concepts are presented in an historical and cultural setting. Topics include geometry, set theory logic, differential, and integral calculus. The interplay between mathematics, philosophy, and the arts is explored in addition to the more traditional relationship between mathematics and the physical sciences. Mathematics is treated as an art for its aesthetic beauty as well as a science. The course is oriented to giving a mathematician's view of the subject rather than preparing a student for a specific application of mathematics.

*3 semester hours*

### MA 15 Finite Mathematics

Sets and functions; linear equations, linear models and applications; matrices, determinants, systems of linear inequalities, linear programming; probability.

*3 semester hours*

### MA 17 Introduction to Statistics

An introduction to the theory and applications of statistics. Course includes descriptive statistics, probability theory, sampling, distribution functions, confidence intervals, hypothesis testing, and regression and correlation. Introduction to preprogrammed statistical packages in the computer.

*3 semester hours*

### MA 19 Introduction to Calculus

Derivatives, minimum and maximum problems, applications to graphing, exponential and logarithm functions, growth and decay, antiderivatives, definite integrals, and areas.

*3 semester hours*

### MA 21 Calculus I:

#### Biology and Psychology Majors

Plane analytic geometry; foundations of the calculus; differentiation and integration of algebraic functions; applications.

*3 semester hours*

### MA 22 Calculus II:

#### Biology and Psychology Majors

Differentiation and integration of trigonometric, logarithmic, and exponential functions; techniques of integration; applications.

*3 semester hours*

### MA 23 Calculus Revisited I

After a quick review of differential calculus of one variable, topics to enhance and extend a student's knowledge of the calculus will be selected from infinite series and sequences, partial differentiation, and other applications. Prerequisite: A good grade in a full-year high school calculus course and a high score, normally 600 or better, on the Mathematics portion of the SAT examination.

*3 semester hours*

### MA 24 Calculus Revisited II

After a quick review of integral calculus of one variable, topics to enhance and extend a student's knowledge of the calculus will be selected from multiple integration, statistical analysis and applications of probability theory, and other applications.

Prerequisite: MA 23.

*3 semester hours*

### MA 25 Calculus I:

#### Engineering and Physics Majors

Analytic geometry, continuous functions, derivatives of algebraic and trigonometric functions, product and chain rules, implicit functions, extrema and curve sketching, indefinite and definite integrals. Applications of derivatives and of antiderivatives.

*3 semester hours*

### MA 26 Calculus II:

#### Engineering and Physics Majors

Exponential and logarithmic transcendental functions, their derivatives and their integrals. The fundamental theorem of Calculus. Applications to area, arc length and volumes of revolution. Hyperbolic functions, inverse trig functions. Methods of integration, by substitution and parts. Indeterminate forms and improper integrals. Prerequisite: MA 25 or equivalent.

*3 semester hours*

### MA 211 Applied Matrix Theory

Techniques and applications of linear algebra; solutions of linear equations, determinants, linear geometry, eigenvalues and eigenvectors, for students majoring in the sciences, economics, and business. Not for mathematics majors.

*3 semester hours*

### MA 225 Calculus III

Partial differentiation, multiple integrals, infinite series, and first order differential equations. Prerequisites: MA 21, 22.

*3 semester hours*

### MA 227 Calculus III:

#### Engineering and Physics Majors

Infinite series, tests for convergence, power series, Taylor series. Geometry in 3-space. Partial differentiation of continuous functions. Chain rule, exact differentials, maxima and minima. Multiple integration. Application to volumes, center of gravity. Polar, cylindrical and spherical coordinates. Prerequisites: MA 25, MA 26 or equivalents.

*3 semester hours*

### MA 228 Calculus IV:

#### Engineering and Physics Majors

Vector arithmetic and algebra, dot and cross products, parametric equations, lines and planes. Gradient, directional derivative, curl, divergence. Line integrals, work, Green's theorem, surface integrals. Stokes and divergence theorems. Prerequisites: MA 25, MA 26, MA 227 or equivalents.

*3 semester hours*

### MA 241 Applications of Modern Geometry

Axiomatic structures, undefined terms and axioms; centroid theorems, Ceva and Menelaus theorems, cross ratio. Transformation Geometry through inversion and reciprocation. Projective Geometry with complete quadrangles and quadrilaterals. Non-Euclidean Geometry theorems of Saccheri with limit triangles and Saccheri Quadrilaterals. Poincare model of Lobachevski's Hyperbolic geometry. Solution of triangles whose angle sum is less than 180. This course is meant for students seeking a minor in Mathematics. Prerequisite: MA 21, 22.

*3 semester hours*

**MA 321 Ordinary Differential Equations**

Solutions of first and second order differential equations by formal methods. Linear equations are studied in detail. Systems of equations. Series solutions. Applications to geometry and physics. Prerequisite: MA 225 or the equivalent.

*3 semester hours*

**MA 322 Partial Differential Equations**

Solution of first and second order partial differential equations by formal methods. Cauchy Problems. Fourier Series Solutions, Classical Theory of heat, wave and potential equations. Prerequisite: MA 321.

*3 semester hours*

**MA 323 Special Functions of Mathematical Physics**

Orthogonality; Fourier Analysis; Bessel functions; Legendre, Hermite and Laguerre polynomials; Laplace and Fourier transforms; Calculus of Variations; Cauchy-Riemann equations; Conformal Mapping, Green's function. Prerequisite: MA 321.

*3 semester hours*

**Mathematics Majors**

Admission to Mathematics Major courses numbered 300 or above requires the successful completion of MA 171, 172, 271, 272, and 231 or permission of the Chair of the Department.

**MA 171 Analysis I: Introduction to Real Analysis**

Functions; limits, continuity, and derivatives; applications; relative maxima, minima, and curve sketching; absolute maxima and minima; related rates; Rolle's Theorem and the Mean Value Theorem. Antidifferentiation; the definite integral and the Fundamental Theorem of Calculus.

*4 semester hours*

**MA 172 Analysis II: Introduction to Real Analysis**

The definite integral; applications; area, volume, and arc length; exponential, logarithmic, trigonometric, and hyperbolic functions; integration techniques; indeterminate forms; Taylor's Theorem; and infinite series.

*4 semester hours*

**MA 231 Discrete Mathematics**

Logic; sets; functions; equivalence relations and partitions; factor sets; mathematical induction; isomorphisms; countability. Also listed as CS 231.

*3 semester hours*

**MA 235 Linear Algebra**

Linear spaces and subspaces; linear independence and dependence; bases and dimension; linear operators; matrix theory; determinants and systems of linear equations; eigenvalues and eigenvectors. Prerequisite: MA 231.

*3 semester hours*

**MA 271 Analysis III: Intermediate Real Analysis**

Convergence tests, power series. Vectors in the plane and in 3-space. Arc length, curvature, equations of lines and planes. Vector functions, parametric equations. Functions of several variables, differentiability, gradient, directional derivatives. Tangent planes, normal lines. Total differential, extrema. Lagrange multipliers. Sequences and series. Prerequisite: MA 172 or the equivalent.

*3 semester hours*

**MA 272 Analysis IV: Intermediate Real Analysis**

Multiple integration: volume and surface integrals in cartesian, cylindrical and spherical coordinates. Line integrals, Green's theorem, divergence and curl, Jacobians, change of variables. Separation of variables and exact differential equations. Inverse functions, implicit function theorems.

*3 semester hours*

**MA 334 Abstract Algebra**

Group theory and the Sylow Theorems; rings and ideals, integral domains, fields; vector spaces; algebras.

*3 semester hours*

**MA 337 Number Theory**

A study of the integers including but not limited to the following topics: primes and their distribution, divisibility and congruences, Quadratic Reciprocity, special numerical functions such as Euler's 1-function, Diophantine equations. The influence number theory has had on the development of algebra and the interplay between the two will be considered.

*3 semester hours*

**MA 341 Linear Programming and Operations Research**

Convex sets, extreme points, theoretical basis of the simplex method for linear programming, the simplex computational procedure, duality theory, sensitivity analysis. The transportation problem and network applications as time permits. Prerequisite: MA 235.

*3 semester hours*

**MA 342 Theory of Computation**

Finite state machines, push-down automata, Turing machines and recursive functions. Mechanisms for formal languages: regular grammars, context-free grammars, context-sensitive grammars. Decidable vs. undecidable problems. Introduction to algorithm analysis. Also listed as CS 342. Prerequisite: CS 231.

*3 semester hours*

**MA 351 Probability Theory**

Counting techniques, axiomatic probability theory. Discrete and continuous sample spaces. Random variables, distribution functions, probability density and mass functions. Normal, binomial, Poisson distributions. Limit laws.

*3 semester hours*

**MA 352 Probability and Statistics II**

Joint distribution and continuous distributions. Statistical application of probability. Theory of sampling. Variances of sums and averages. Estimation and hypothesis testing. Least squares, curve-fitting, and regression. Prerequisite: MA 351.

*3 semester hours*

**MA 361 Topics in Algebra**

This course is designed to investigate a number of topics in greater depth than can be done in the first linear or abstract algebra course. Three topics will be selected from the following list: Canonical Forms for Matrices, Metric Linear Algebra, Ideal Theory, Finite Non-abelian Groups and Galois Theory. It is expected that at least one topic from each of linear and abstract algebra will be selected. Prerequisites: MA 235, and MA 334.

*3 semester hours*



**MA 365 Differential Geometry**

This course will provide a basic introduction to elementary differential geometry. Topics will include tangent vectors, vector fields, differentials and calculus as well as the basic properties of curves including the Serret-Frenet apparatus, and an introduction to surfaces and the role of Euclidean geometry. There will also be brief introductions to the concept of a manifold and to Riemannian geometry. Prerequisite: Multivariable Calculus – MA 225, MA 227, or MA 272.

*3 semester hours*

**MA 371 Analysis V: Advanced Real Analysis**

$\mathbb{R}$  as a complete, ordered, archimedean field;  $\mathbb{R}$  as a linear vector space equipped with inner product and norm; metrics on  $\mathbb{R}$  particularly the euclidean one, topological concepts: continuity, connectedness and compactness; the Intermediate Value, Extreme Value, Monotone Convergence, Bolzano/Weierstrass and Heine/Borel Theorems; convergence and uniform convergence of sequences of continuous functions; Differentiation: the Mean Value, Implicit and Inverse Function Theorems; Integration: The Riemann Integral and the Theorem of Lebesgue.

*3 semester hours*

**MA 373 Complex Variables**

Algebra of complex numbers, analytic functions, integration in the complex plane, Cauchy's Theorem and integral formula, conformal mapping, residue theory, applications. Prerequisite: MA 371.

*3 semester hours*

**MA 375 Differential Equations and Dynamical Systems**

Theory of ordinary differential equations, transforms, series solutions, systems of equations with classical and modern applications. Prerequisites: MA 235, and MA 371.

*3 semester hours*

**MA 377 Numerical Analysis**

Computer arithmetic, round-off errors, the solution of nonlinear equations, polynomial approximation, numerical differentiation and integration, and the solution of systems of linear equations will be investigated via student-written code to implement the algorithms and/or the use of available software. Also listed as CS 377. Prerequisite: MA 235 and proficiency in a computer language.

*3 semester hours*

**MA 383 Modern Geometry**

Foundation for plane geometries. Theorems of Menelaus, Ceva, Desargues, Pascal, Brianchon, Feuerbach. Inversion and reciprocation transformations. Projective, Riemannian and Lobachevskian geometries. Poincare model.

*3 semester hours*

**MA 385 Point Set Topology**

Topological spaces, continuous functions; product, metric and quotient spaces; countability and separation axioms; existence and extension of continuous functions; compactification; metrization theorems, complete metric spaces. Prerequisite: MA 371.

*3 semester hours*

**MA 390-391 Honors Seminar**

Participation by invitation only and open to those junior and senior mathematics majors with demonstrated ability who have been recommended by the mathematics faculty. The purpose of this seminar is to provide the talented student with an opportunity to obtain experience in doing individualized study and research in current mathematical journals, under faculty direction. Participants are expected to present several reports on their findings before a group of peers. The subject matter content of the seminar varies from year to year.

*3 semester hours*

**MA 397-398 Internship in Mathematics**

The internship program provides the senior mathematics major with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements, especially in the applications of mathematics, numerical methods, and statistics. An intern is expected to spend a minimum of 10 hours per week in on-site work and to complete the required academic component specified by the faculty advisor. The number of credits varies and interns may register for a summer session, and/or one or two semesters for an overall maximum of 6 credits. In addition, a student's internship must satisfy the requirements outlined in the "University Internship Policy," which is available from the Career Planning Center. Prerequisites: senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science.

*1-3 semester hours*

**MA 399 Independent Study in Mathematics**

The independent study provides students with the opportunity to study areas not covered in the undergraduate curriculum. Under the guidance of a faculty member, advanced students have an opportunity to learn an area in mathematics through reading and research. The independent study includes written work in the form of exercises or papers.

Students must apply to a professor under whose direction they wish to study and have the approval of the Department Chair. This course may not replace a Mathematics elective to fulfill the requirements for the major.

*3 semester hours*



---

Department of  
**Modern Languages and Literatures**

---

**Professors:** Bukvic, Fedorchek, Panico

**Associate Professors:** Campos, Goldfield, Hill, Webster (*Chair*)

**Assistant Professors:** García-Devesa, Lower, Sourieau, Stabile

**Lecturers:** Y. Eliasoph, Erotopoulos, Inglese, Khadjavi, Kimball, Knight, Kuepper, Lemoine, Leeber, Ortiz, Pruletti, Román, Stepanova, Tauro, Wilkinsen

The study of modern foreign languages, as well as their cultures and literatures in the original, is an intellectual experience that offers the student another point of view on life. Knowledge of a language other than English is freedom from the restraints of seeing but one reality, and the new perspectives that are gained from understanding the expression of another people are the essence of a liberal education.

The Department of Modern Languages and Literatures stresses proficiency in all language skills in order to prepare students for careers in business, communication, education, government, health sciences, social work, and related professions.

**Majors** select a single language in which to concentrate. They will elect a minimum of 24 upper-division credits in the language of concentration, i.e., eight, three-credit courses at the 200 and 300 level. These courses will typically include: four courses in literature, one in composition, one in conversation, and one in culture, which can be waived in favor of summer study abroad or Junior Year Abroad (both of which the Department encourages); the eighth course may be selected from any of the above areas. The study of a second or third language is encouraged. All majors are urged to work closely, as soon as possible, with an advisor of their choice to plan a program.

A **minor** in Modern Languages and Literatures is 15 credits in a single language beyond the intermediate (101-102) level, at the selection of the student and in consultation with a departmental advisor.

**Core** requirements may be fulfilled by completing successfully two semesters of French, German, Italian,

Japanese, Russian, or Spanish at the 101-102 level; or French, German, and Spanish at the 121-122 level or beyond. If the 11-12 level is selected (i.e., the student begins a language at Fairfield University), then 101-102 must also be taken to fulfill the language requirement.

The 300-level courses are conducted in the language and students are encouraged to consult with a member of the Department when selecting them.

In addition to its own programs, the Department of Modern Languages and Literatures participates in the program in International Studies and the minor programs in Latin American and Caribbean Studies, Russian and East European Studies, and Women's Studies, listed separately in this catalogue.

## French

### FR 11-12 Basic French

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*6/8 semester hours*

### FR 101-102 Intermediate French

In this two-semester sequence, the structure and current usage of the French language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*6 semester hours*

### FR 121-122 Continuing French

Development of oral comprehension, writing, and conversational ability beyond the level of Intermediate French. Both basic French grammar and more sophisticated grammatical principles are reviewed. Classes consist of 1) conversational development through structured question and answer sessions on current topics; 2) advancement to more unstructured conversations; 3) discussion of grammar principles both formally and as appropriate.

*6 semester hours*

### FR 211 Progress in Oral and Written French

This course is designed to help students increase their ability to communicate in French in speaking and writing. Review of grammar and increasing vocabulary.

*3 semester hours*

### FR 221 Grammar and Composition

This course is intended to assure proficiency in the written and spoken language through a thorough review of grammar. Composition in French on current topics.

*3 semester hours*

**FR 222 French Conversation and Phonetics**

The goal of this course is to develop and improve the student's conversational ability. This is accomplished through class discussion which involves a variety of current topics. Increasing of vocabulary is stressed; the phonetic alphabet is introduced for the improvement of pronunciation.

*3 semester hours*

**FR 251-252 Culture and Civilization of France and Francophone World**

An examination of France and the French people in a social and historical context. Consideration of the countries and regions which comprise the Francophone world. Discussion of a wide range of topics. Frequent oral and written reports.

*6 semester hours*

**FR 267 French Commercial Culture**

In this course, the student studies commercial French and the cultural aspects of France directly or indirectly related to it. Emphasis is placed on commercial vocabulary and business situations. Letters and other texts on the business culture of France are read.

*3 semester hours*

**FR 271 La Presse Contemporaine**

Reading and discussion of articles from representative magazines and newspapers in French; considerable use of television news broadcasts and documentary films. Many aspects of modern French life are examined: politics, education, religion, the economy, the arts, science, etc. Frequent oral and written reports.

*3 semester hours*

**FR 301-302 Survey of Literature in French**

This course presents a general view of the literatures of France and the Francophone world. Emphasis placed on the more important writers and major literary movements and themes.

*6 semester hours*

**FR 305 Feminine Writings in French — Translation and Appreciation**

This course seeks to evaluate writing by Frenchwomen through the centuries. It seeks additionally to help develop the student's ability to read French literature and evaluate it in cultural and literary terms. Short writings and excerpts are read. Students are asked to do an independent translation and cultural and/or literary evaluations of writings of their choice. Discussion conducted in French (except for translation).

*3 semester hours*

**FR 311 17th Century Classical Theatre**

This course is devoted to an examination of the plays of Corneille, Moliere, and Racine. Stress is placed on both the revelation of 17th century classical principles and the modern relevance of the plays.

*3 semester hours*

**FR 321 18th Century Literature**

Readings and discussion of works by Voltaire, Marivaux, Diderot, Rousseau, Beaumarchais, and others. Frequent papers required; emphasis on class discussion and student participation.

*3 semester hours*

**FR 337 Novel of the 19th Century**

This course treats the important novelists of the 19th century: Balzac, Stendhal, Flaubert, Zola, and others. Frequent critical papers required.

*3 semester hours*

**FR 346 Modern French Theatre**

An examination of works by important modern dramatists: Cocteau, Giraudoux, Anouilh, Sartre, Beckett, Ionesco, and others. Frequent oral reports and critical papers required.

*3 semester hours*

**FR 347 Modern French Novel**

Reading and discussion of important modern novelists: Mauriac, Malraux, Sartre, Camus, and others. Frequent oral reports and critical papers required.

*3 semester hours*

**FR 366-367 Film and Literature in French**

This course examines the relationship between film and literature. Readings from a variety of authors: Diderot, Flaubert, Maupassant, Camus, Duras; Francophone writers from Africa and the Caribbean. The film version of each work is screened and serves as the basis for class discussion. Frequent oral and written reports.

*6 semester hours*

**FR 377-378 Internship**

The internship program is meant to give students first-hand experience in the fields of translation, interpretation, cataloging, public relations, advertising, teaching, etc. in the language of their specialization. The work done shall be supervised by members of the Department who agree to guide the students in their endeavor. An evaluation of the student's work by the institution where he/she is doing the internship can also be required by the faculty supervisor. The student's work should demand no less than a full day per week, or its equivalent.

*3 semester hours*

**FR 381-382 Coordinating Seminar**

Readings and studies in a specialized area of French, under the direction of a staff member. Designed to fill the special needs of specific students; given at the discretion of the Department Chair. Hours by arrangement.

*6 semester hours*

**German****GM 11-12 Basic German**

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*6/8 semester hours*

**GM 101-102 Intermediate German**

In this two-semester sequence, the structure and current usage of the German language are reviewed and practiced to improve the student's ability to speak and to write as well as to read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*6 semester hours*

**GM 121-122 Continuing German**

The aim of this course is to introduce the student to the major works of literature. Emphasis will be placed on the literary and cultural significance of the texts. A primary goal will be to increase the students' reading ability through intensive analysis. Three classes each week for 2 semesters.

*6 semester hours*

**GM 221 Stylistics and Composition**

This course is intended to assure proficiency in the written language. Model passages from the great writers studied, analyzed, and imitated with a view toward developing the student's own accurate and precise style. *3 semester hours*

**GM 222 German Conversation**

This course is intended to assure fluent and accurate use of the spoken language. Correct pronunciation reviewed and drilled through phonetic transcriptions and the imitation of recorded artists. Prerequisite: GM 121-122 or its equivalent. Required for German majors. *3 semester hours*

**GM 251-252 German Civilization and Culture**

The main currents of German civilization are presented by means of lectures and student participation in written and oral reports. The geography, history, literature, and fine arts of Germany are scanned and studied as a basis for class discussions. *6 semester hours*

**GM 301-302 Survey of German Literature**

A study of the development of German literature from 800 to the present. Selected readings within the framework of the cultural historical development of German literature.

**301.** The Nibelungenlied, Parzival, the Minnesanger, Martin Luther, Baroque poetry, and Lessing.

**302.** Storm and Stress, Weimar, the Romantic movement, literary movements of the 19th and 20th centuries, and the readings in major works of contemporary literature. *6 semester hours*

**GM 321 18th Century German Literature**

The development of German literature from the Sturm und Drang movement, through the classic period of Goethe and Schiller, Heinrich von Kleist, analysis of the Romantic literary theory (Eichendorff, Novalis, Hoffmann). *3 semester hours*

**GM 331 19th Century German Literature**

German prose and drama between 1830 and the turn of the century. Junges Deutschland, Biedermaier, Poetic Realism, and Naturalism. Selected works of Buchner, Stifter, Keller, Meyer, Hebbel, Fontane, and Hauptmann. *3 semester hours*

**GM 341 20th Century German Literature**

A critical study of the intellectual ferment and aesthetic revaluation around the turn of the century concluding with the National Socialism. Readings and analysis of the most important writers of this time. Wedekind, Kaiser, Kafka, Rilke, Thomas Mann, Hofmannsthal, Musil, Broch, Brecht. *3 semester hours*

**GM 377-378 Internship**

The internship program is meant to give students first-hand experience in the fields of translation, interpretation, cataloguing, public relations, advertising, teaching, etc. in the language of their specialization. The work done shall be supervised by members of the Department who agree to guide the students in their endeavor. An evaluation of the student's work by the institution where he/she is doing the internship can also be required by the faculty supervisor. The student's work should demand no less than a day per week, or its equivalent.

*3 semester hours*

**GM 381-382 Coordinating Seminar**

Readings and studies in a specialized area of German, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement. *6 semester hours*

**Italian****IT 11-12 Basic Italian**

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *6/8 semester hours*

**IT 101-102 Intermediate Italian**

In this two-semester sequence, the structure and current usage of the Italian language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor. *6 semester hours*

**IT 121-122 Continuing Italian**

This class is for students who have completed IT 101-102 and wish to perfect their general conversational, grammatical, and literary skills. Selected poetry and essays from classical Italian literature and modern masters. We will also study Italy's rich cultural heritage; we will use Italian newspapers and magazines, films; we will consider daily events, tourism, commercial development, political parties, etc. *6 semester hours*



## Japanese

### JA 11-12 Basic Japanese

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*6/8 semester hours*

### JA 101-102 Intermediate Japanese

In this two-semester sequence, the structure and current usage of the Japanese language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*6 semester hours*

## Russian

### RU 11-12 Basic Russian

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*6/8 semester hours*

### RU 101-102 Intermediate Russian

In this two-semester sequence, the structure and current usage of the Russian language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*6 semester hours*

## Spanish

### SP 11-12 Basic Spanish

The goal of this two-semester sequence is to teach the essentials of pronunciation, structure, and usage in order for students to acquire the skills of listening, speaking, reading, and writing. Three/Four classes per week, as determined by the Department, and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*6/8 semester hours*

### SP 101-102 Intermediate Spanish

In this two-semester sequence, the structure and current usage of the Spanish language are reviewed and practiced to improve the student's ability to speak and to write as well as read literary and cultural selections. Three classes per week and utilization of ancillary materials in the Culpeper Language Resource Center, as determined by the instructor.

*6 semester hours*

### SP 121-122 Continuing Spanish

Analysis of artistic and socio-political motifs through discussion of literary selections as well as Spanish language newspapers and periodicals. Films and filmstrips will serve as catalysts to discussion of contemporary issues. Review of particularly troublesome points of syntax. Three classes each week for two semesters.

*3 semester hours*

### SP 211 Career-Oriented Spanish

This course is for students who wish to continue their work in written and spoken Spanish to acquire a skill that would be an asset in numerous careers. Through papers and classroom discussion, emphasis is placed on learning vocabulary related to business, law, medicine, social work, etc. Not for major credit.

*3 semester hours*

### SP 221 Spanish Composition

The objective of this course is to improve the student's proficiency in the written language. It provides opportunity for practice in accurate use of vocabulary, grammar, and syntax.

*3 semester hours*

### SP 222 Spanish Conversation

The goal of this course is to develop and improve the student's conversational ability. This is accomplished through class discussion of a variety of contemporary topics. Opportunity is provided for practice in improvement in pronunciation, increasing vocabulary, and correct use of grammar.

*3 semester hours*

### SP 225 Spanish Structure and Syntax

A study of the difference between Spanish and English, and of the major difficulties in Spanish which confront the native English speaker. Although the course is broad in scope, the work ranges from the basics of pronunciation, lexicology, and comparative structure to rules of current usage. Particular attention will be given to the subjunctive, the verbal system, *ser* and *estar*, and others.

*3 semester hours*

### SP 245 Analysis and Interpretation of Hispanic Literature

The course provides students with the fundamentals of literary analysis in the genres of poetry, narrative, theater, and film. Use of materials from around the Hispanic world will present a broad historical-cultural context for further reading, and sharpen the skills of analysis, argumentation, speaking and writing. Focused on literary study whose critical terms derive from the structure of literature itself (plot, scene, shot, verse, etc.), the course concludes with a brief survey of contemporary theoretical approaches. Critical papers required. Prerequisite: SP 122 or permission of instructor.

*3 semester hours*

### SP 251 Spanish Civilization and Culture

The main currents of Spanish civilization are presented by means of lectures and student participation in written and oral reports. The geography, history, literature, and fine arts of Spain are studied as a basis for class discussions.

*3 semester hours*

**SP 253 Spanish American Civilization**

This course presents a general view of Spanish-American civilization from Pre-Columbian times to the present. The culture, history, and fine arts of Spanish-America are studied through selected readings, slides, and films.

*3 semester hours*

**SP 262 Translation from Written Spanish into English**

The objective of this course is to learn how to translate from Spanish into correct, clear, and fluent English. Solid command of both languages is assumed. Practice will include translation of newspaper and magazine articles, commercial announcements, chapters from guide books, and literary selections. The range of materials is broad in order to provide students with exposure to different styles and levels of written Spanish. Numerous short papers and one long project required.

*3 semester hours*

**SP 271 Hispanic Film**

This course will examine and analyze film by Spanish and Latin American Directors (Bunuel, Saura, Littin, Sanjines, etc.). Films will first be studied as an independent genre using specific structural form as the means of analysis (close-up, soundtrack, frame, etc.). Students will then begin to formulate interpretations that move between the formal, technical composition of films, and the concrete socio-historic and cultural reality to which each film refers. Course activities include screening of films, discussion of articles that deal with literary theory and analysis of film, and writing short papers.

*3 semester hours*

**SP 287 U.S. Latino/a Literature**

An exploration of definitive works in a rapidly expanding body of bilingual literature which includes Chicano, mainland Puerto Rican, and Cuban American literature. Works such as Tomás Rivera's ... *y no se lo tragó la tierra*, Piri Thomas' *Down These Mean Streets*, and Dolores Prida's *Botánica* bring into clear focus themes of bicultural identity, the struggle for justice and equality, and the politics of language. Reading ability in Spanish is required. For major/minor credit in Spanish, all oral reports and papers must be completed in Spanish.

*3 semester hours*

**SP 301 Love, Life, and Death in Spanish Literature**

This course presents a thematic view of Spanish literature from its origins to the end of the 18th century. When possible, complete works will be analyzed and discussed in class.

*3 semester hours*

**SP 303-304 Survey of Spanish-American Literature**

Reading and critical analysis of the more important writers. Special emphasis on literary currents in Spanish America and their relationship to socio-historic and aesthetic reality.

*6 semester hours*

**SP 311 Spanish Literature of Golden Age**

A study of the more important writers of the 16th and 17th centuries. Special emphasis will be placed upon Cervantes, Lope de Vega and Calderon de la Barca. *3 semester hours*

**SP 331 19th Century Literature**

Study and analysis of representative works of the Romantic and Realist movements. The emphasis will be on theatre and poetry or on novel, depending on students' needs.

*3 semester hours*

**SP 341 20th Century Spanish Literature**

A study of works and literary movements from the early part of the century (Generation of 98) to present times. Representative authors: Unamuno, Baroja, Valle-Inclán, García Lorca, Cela, Laforet, Delibes, Matute, etc. *3 semester hours*

**SP 346 Spanish American Drama**

The course initiates the student in the process of critical thinking conducive to understanding and appreciating drama. Course procedure centers on student analysis and discussion of the definitive works of the 19th and 20th century in Spanish America. Selections will be taken from dramatists such as F. Sanchez, R. Usigli, R. Marques, Egon Wolff, G. Gambaro but may also include Chicano, testimonial, and collective theater. Critical papers and/or oral reports may be required.

*3 semester hours*





**SP 347 Masters of the Spanish American Novel**

Critical reading and discussion of key works in the novel genre with special emphasis given to the 20th century and authors as diverse as Azuela, Gallegos, Carpentier, Asturias, García Márquez, Puig, Skarmeta. Consideration may also be given to current trends, popular culture, the testimonial novel, and others. Critical papers and/or oral reports may be required.

3 semester hours

**SP 351 Spanish-American Essay**

A study of the socio-political contents and aesthetic qualities of representative works from the Colonial to the Contemporary period.

3 semester hours

**SP 353 Spanish American Short Prose Fiction**

The short story is arguably Spanish America's strongest and most favored form of narrative fiction. The course is designed to immerse the student in the narrative world with emphasis on the contemporary period in order to facilitate the comprehension of the peculiar nature of short fiction in American Spanish. To be included among others, are: E. Echeverría, R. Darío, H. Quiroga, Borges, and Cortázar. Attention will also be given to the Short Story of Fantasy, Microstories, and narrative experiments in popular culture. Critical papers and/or oral reports may be required.

3 semester hours

**SP 355 Short Prose Fiction of Spain**

This course traces the development of short prose fiction in Spain from the beginnings in the Middle Ages (El Conde Lucanor) to the Golden Age (Cervantes' Novelas ejemplares) and its full development in the nineteenth and twentieth centuries.

3 semester hours

**SP 357 The Spanish Novel**

A study of the novel of Spain from the time of Cervantes to the present day. Special attention given to the more important novelists and their best works.

3 semester hours

**SP 359 Puerto Rican Literature and Culture**

Study and explanation of distinctive elements of the language of Puerto Rico. Discussion of the fusion of indigenous, Hispanic, and Anglo-Saxon influence as manifested in the island's culture. Reading, study, and critical analysis of the more important writers of the contemporary period.

3 semester hours

**SP 371 Images of Latin American Indians**

This course will study the vision of Latin American Indians from the first letters of the "Discoverers" and Conquistadores (Colón, Cortés, Bernal Díaz del Castillo), and missionaries (Bartolomé de las Casas) through relevant novels, short stories, and films of the 19th and 20th centuries. To understand post-Discovery vision of the Indians, this course will also study the major Pre-Columbian civilization of Mesoamerica and the Andean region. Authors such as the following shall be included: Matto de Turner, Icaza, Arguedas, Castellanos, etc.

3 semester hours

**SP 377-378 Internship**

The internship program is meant to give students first-hand experience in the fields of translation, interpretation, cataloging, public relations, advertising, teaching, etc. in the language of their specialization. The work done shall be supervised by members of the Department who agree to guide the students in their endeavor. An evaluation of the student's work by the institution where he/she is doing the internship can also be required by the faculty supervisor. The student's work should demand no less than a full day per week, or its equivalent.

3 semester hours

**SP 381-382 Coordinating Seminar**

Readings and studies in a specialized area of Spanish, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement.

6 semester hours

**Music**

(See Fine Arts)

---

**Department of  
Philosophy**


---

**Professors:** Long (*Acting Chair*), L. Newton, Tong

**Associate Professors:** DeWitt, Dykeman, Johnston, Regan

**Assistant Professors:** Cardoni, Coleman, Keenan, Naser

**Instructors:** Andrews, Carr (*emeritus*), Tampe

Philosophy is a quest for truth, for ultimate values. The objective of our program, then, is to develop in the student a philosophic habit of mind by which he or she seeks to discover these values. We feel that the quest and the values are interdependent; the mind feeds on value, but values do not submit themselves except through critical evaluation of one's experience. Although there is no one prescribed methodology by which this critical attitude is developed, the emphasis in our program is placed on a blend of the thematic and the historical. Only in the light of their evolution and cultural context can values be thoroughly understood.



Philosophy is delimited and defined today by three major schools: analytic philosophy, existentialism and phenomenology, and speculative or traditional philosophy. Each tradition is represented in Fairfield University's philosophy program. This variety of perspectives gives a broad outlook to the student. The rigor of the program develops confidence and skill within the student.

To further these aims, the Department publishes the *Fairfield Philosophy Journal*, each issue of which consists of student papers selected by a committee of the Department's faculty. In honor of the late Rev. J. Dennis Crowley, S.J., an award is presented annually for the best student essay. In recognition of the highest scholastic average in Philosophy attained by a Philosophy major, the department award the Carl J. Levantino Memorial Prize. Also, the Department annually sponsors a series of lectures and regularly hosts both national and international philosophy society conferences.

### ***The Core Program in Philosophy***

It is the judgment of the Department that the best introduction to philosophy for the undergraduate is a study of the three major periods of Western thought — namely, the classical, the medieval, and the modern. Reflected here, moreover, is a division that is more than chronological; the courses represent markedly different approaches to the philosophic enterprise, each of which demands detailed and careful treatment. An acquaintance with dominant themes of each of these periods is felt to be fundamental for advanced study in any field and for a liberal education in general. Such a program, finally, accords with the special identity of Fairfield University, its tradition and values.

Each student takes two semesters of philosophy. The first course is PH 10 — Introduction to Philosophy; the second course is selected from one of the Modern Philosophy options numbered from PH 100 to 199.

If a student decides to take his or her third course in philosophy, any course numbered from PH 200 up may be selected.

### ***Course Requirements for Philosophy Majors***

1. Two history of philosophy courses — ancient-medieval, modern-contemporary.
2. Two courses, each an intensive study of a major philosopher such as Plato, Aristotle, Augustine, Kant, Aquinas, Dewey, etc. In these courses, special emphasis will be placed on the use of primary sources.
3. A course considering the elements of traditional and modern logic.
4. Any other five courses. (Note: Courses in Applied Ethics (AE) can be used to satisfy this requirement.)

Thus a Philosophy 10 course, at least one philosophy course numbered 100 to 199, a logic course, two major figure courses and five courses numbered 200 and above, for a total of 30 credit hours are required for a major in philosophy.

### ***Course Requirements for Philosophy Minors***

1. Two history of philosophy courses — ancient-medieval, modern-contemporary.
2. Three courses in philosophy or Applied Ethics chosen with guidance and some concentration, e.g. art, politics, history, ethics, etc.

Thus a Philosophy 10, one philosophy course numbered from 100 to 199, and three courses numbered above 200, for a total of 15 credit hours are required for a minor in philosophy.

### **PH 10 Introduction to Philosophy: Ancient and Medieval**

The aim of this course is to introduce the student to great philosophers of the classical and medieval periods, and through them to the discipline of philosophy in general.

*3 semester hours*

### **Modern Options**

All courses numbered 100-199 require PH 10 as a prerequisite.

### **PH 150 Modern Philosophy**

This course serves to introduce the student to the philosophy and methods of philosophers from the 17th century to the present through a study of the writings of such philosophers as Bacon, Descartes, Hobbes, Hume, Kant, Tocqueville, Nietzsche, and James. The readings focus on issues in methodology, epistemology, metaphysics, and politics.

*3 semester hours*

### **PH 151 Nature and Mind in Modern Philosophy**

This course deals with the subject of nature and its relation to human knowledge and purposes, first through a detailed study of Francis Bacon's and Rene Descartes's philosophies, then through a series of selected readings from rationalist and empiricist philosophers from the 17th century to the present.

*3 semester hours*

### **PH 153 Existentialism and its Modern Background**

This course explores the basic themes and ideas of existentialism by relating them to their background in European culture and philosophy. Special attention will be given to the thoughts of Descartes, Pascal, Kant, Hegel, Kierkegaard, Nietzsche, Heidegger, and Sartre.

*3 semester hours*

**PH 155 Philosophy of Science**

A survey of the philosophic background against which contemporary discussions of philosophy of science must inevitably take place with emphasis on contemporary discussions of both natural and social science. Special attention will be given to the "contextuality" of scientific knowledge. *3 semester hours*

**PH 156 Ethical Theory**

The course offers a general discussion of the nature of ethics or "moral philosophy" and a comparative study of the various schools of ethical theory. The course will consider such themes as freedom, conscience, the nature of the good, and responsibility. *3 semester hours*

**PH 157 Descartes, Pascal, and Hume: Three Philosophical Enemies**

This course considers why Descartes is called "The Father of Modern Philosophy," the grounds on which Pascal repudiates Descartes's philosophy, and Hume's simultaneous hostility and indebtedness to Descartes. *3 semester hours*

**PH 161 Revolution and Reaction in the 17th Century**

An examination of two powerful modern thinkers, Bacon and Descartes, who both argue for scientific inquiry as the instrument of human salvation; and an examination of Pascal's warnings that a salvation so come by condemns people to illusion. *3 semester hours*

**Electives**

All courses numbered 200-299 require PH 10 and a 100-level philosophy course as prerequisites.

**PH 203 Logic**

This course is designed to provide a basic acquaintance with prevailing systems and methods of logic, notably traditional (Aristotelian) and modern (standard mathematical) logics. *3 semester hours*

**PH 206 20th Century Philosophy**

This course presents a coherent picture of the main currents of contemporary philosophy in both the Western and the non-Western tradition: Phenomenology and Existentialism, Pragmatism and Analytic Philosophy, Marxism and Dialectic Materialism, and Philosophy of History and Culture. *3 semester hours*

**PH 207 Aesthetics**

A study of aesthetic experience and an examination of concepts like imitation, expression, and psychic distance; a consideration of the relationships among the various arts, and an exploration of the role of art in life. *3 semester hours*

**PH 209 Augustine and the Augustinian Tradition**

This course will take as its focus the rich and enduring philosophical synthesis of the bishop of Hippo as compared and/or contrasted with a later philosopher who was subject to his influence. Included could be such figures as Bonaventure, Aquinas, Descartes, Pascal, and Camus. *3 semester hours*

**PH 211 Epistemology**

What is the difference between knowledge and mere belief or opinion? What do we really know, and how do we know it? Epistemology—the study of knowledge—is the branch of philosophy concerned with such questions. The course will explore epistemological issues through an examination of some of the important contributions to the field. *3 semester hours*

**PH 212 Political Philosophy: Plato to Machiavelli**

This course will consider the evolution of political thinking from the Golden Age of Athenian democracy to the dawn of the modern period. It will take as its focus the changing views of the body politic from Plato through Augustine, Thomas Aquinas and Marsilius, to Renaissance thinkers like More and Machiavelli. *3 semester hours*

**PH 213 Neoplatonism**

This course will examine the rich and influential Platonic tradition from Plotinus, Augustine, and Boethius, through its medieval representatives, to the reestablishment of the Academy in the Renaissance. *3 semester hours*

**PH 214 The Problem of God**

This course will study the problem of the existence of God, including the metaphysical and epistemological issues entailed therein, as developed by such thinkers as Augustine, Anselm, Aquinas, Descartes, Kant, Kierkegaard, and James. *3 semester hours*

**PH 215 Metaphysics**

This course concerns itself with being as being and our knowledge of being; its aim is to develop in the student's mind an operative habit of viewing reality in its ultimate context. *3 semester hours*

**PH 217 Mysticism and Western Philosophy**

This course will study and compare the sometimes conflicting, sometimes complementary traditions in the history of Western thought: the intellectual and the affective or mystical. The one stresses the ability of the reason to know, even something of the divine; the other abandons the reason for the "one thing necessary." Among the philosophers to be read are Plotinus, Augustine, PseudoDionysius, Bernard, Bonaventure, Thomas d'Aquino, Eckhart, and Dante. *3 semester hours*

**PH 218 History of Medieval Philosophy**

This course offers a review of the development of philosophy in the Latin West, including the Arab and Jewish traditions, from Augustine to Francis Suarez. The most significant thinkers of this period will be examined textually. *3 semester hours*

**PH 219 Aquinas**

This course will focus its attention on Aquinas' *Summa Contra Gentiles*, a work at once more philosophical and more personal than the later and better known *Summa Theologiae*. The SCG exemplifies the Christian intellectual reaction to Arabian Aristotelianism and at the same time bears witness to Thomas' belief in the unity of truth. Such questions as the existence and attributes of God, the nature and powers of the human composite, immortality, the human act, good and evil, man's felicity, providence and freedom, natural law, and the virtues will be examined and analyzed. *3 semester hours*

**PH 220 Francis Bacon**

A study of Francis Bacon's philosophy — a philosophy concerned in the main with nature and with the natural sciences as the chief human means of coming to grips with nature — and an inquiry as to how far modern science has progressed in putting Bacon's philosophy into operation. *3 semester hours*

**PH 230 Sartre and Heidegger**

A critical examination of Sartre's "Being and Nothingness" and Heidegger's "Sein and Zeit." Such existential notions as "freedom, bad faith, nothingness, facticity" will be examined. *3 semester hours*

**PH 232 Nietzsche and Kierkegaard**

This course concentrates on the major writings and central insights of the two thinkers. It attempts, also, to determine and evaluate their contributions to the development of contemporary existentialism and to current radical thinking about God and morality. *3 semester hours*

**PH 233 Introduction to Oriental Philosophy**

A coherently developed account of the salient features of the two philosophical traditions of China and India as contrasted with each other and with the Western tradition. *3 semester hours*

**PH 235 Immanuel Kant**

An inquiry into the major metaphysical, epistemological and ethical themes developed by this revolutionary and important German philosopher. The course will include a survey of the influences of Kant and his influence on subsequent philosophy. *3 semester hours*

**PH 236 Plato**

This course will be concerned with central ontological and epistemological themes in selected early, middle, and late Platonic dialogues. Particular attention will be given to Plato's inclination to identify virtue with knowledge. *3 semester hours*

**PH 237 Aristotle**

An introduction to Aristotle through a selection of his works. An exploration of their relation to other works, their place in the scheme of the sciences, and a thorough investigation of their subject matter. *3 semester hours*

**PH 264 Philosophical Theories of Pleasure and Pain**

The goal of this course is to acquaint the student with the great variety of philosophical attempts to make definitive statements about the roles of pleasure and pain in human experience. Readings will be drawn from the works of philosophical authors both ancient and modern, and as well from the works of certain modern short story writers. *3 semester hours*

**PH 281 Phenomenology**

Many basic problems arise because we lack a clear view of our own experience. Phenomenology attempts to give us unimpeded access to our intellectual presuppositions. This course includes a general survey of the foundations and prospects of phenomenology as a discipline. It focuses on the phenomenology of perception as taught by Maurice Merleau-Ponty and the phenomenology of the emotions and of the moral life as taught by Max Scheler. *3 semester hours*

**PH 283 Ethical Theories in America**

This course is a study of the growth and development of ethical theory in America. America's first philosophers, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson et al, distinguished their philosophies in terms of religious, political, and social values. This ethical stance became a tradition in America. This tradition will be examined in the writings of representative American philosophers. *3 semester hours*

**PH 285 Philosophy of Literature**

An examination of the philosophy "of" literature (the general nature of poetry and prose) and philosophy "in" literature (specific works that harbor philosophical ideas). *3 semester hours*

**PH 287 Philosophy of Religion**

An inquiry into the nature of religion in general from the philosophical point of view, i.e., an inquiry employing the tools of critical analysis and evaluation without a predisposition to defend or reject the claims of any particular religion. *3 semester hours*

**PH 288 Social and Political Philosophy**

An analysis of the writings of leading social and political thinkers, with special consideration of the movements of protest and dissent. *3 semester hours*

**PH 289 Philosophy of Law**

An examination of the major questions of legal philosophy, the nature of legal rights and legal duties, the definition of law, and the grounds of legal authority. *3 semester hours*

**PH 294 American Philosophy**

The origin and development of the American philosophical tradition and its culmination in Pragmatism. The relation of philosophical ideas in America to literature, religion, and politics. Major emphasis is given to the writings of Jonathan Edwards, Ralph Waldo Emerson, Charles Sanders Peirce, William James, and John Dewey. *3 semester hours*



**PH 295 19th Century Philosophy**

This course is a study of the representative philosophers of the 19th century — notably Kant, Fichte, Schelling, Hegel, Schleiermacher, Schopenhauer, Nietzsche, Kierkegaard, and Marx. *3 semester hours*

**PH 298 Senior Essay**

Philosophy major seniors may opt for a senior essay rather than take a particular three-credit course. *3 semester hours*

**Applied Ethics Courses**

(See descriptions under *Applied Ethics*)

AE 281	Ethics of Communication
AE 282	Ethics and the Computer
AE 284	Environmental Ethics
AE 285	Ethics of Health Care
AE 286	Ethics of Research and Technology
AE 290	Ethics in America: The Telecourse
AE 291	Business Ethics
AE 293	Ethics of War and Peace
AE 294	Ethics in Media and Politics
AE 295	Ethics in Law and Society
AE 296	Ethics in Government
AE 297	Ecofeminism
AE 298	Ethics and Feminist Perspectives
AE 384	Seminar on the Environment
AE 391	Seminar in Business Ethics
AE 393	Seminar in War, Peace, and Public Policy
AE 395	Seminar in Legal Ethics
AE 396	Seminar in Ethics and Government
AE 397	Seminar in Bioethics: Life and Death
AE 398	Seminar in Bioethics: Professional Responsibility
AE 399	Special Topics in Applied Ethics

---

**Department of  
Physics**


---

**Professors:** Hadjimichael, Winn, Zabinski

**Associate Professors:** Beal (*Chair*), Haegel, V. Newton

The Department of Physics offers programs in Physics and in Engineering.

The science of physics is concerned principally with the physical laws that determine the nature and interactions of matter and energy and underlie all physical phenomena. It is the fundamental science for most branches of engineering and technology and has innumerable applications in medicine, industry, and everyday life.

The educational objectives of the Department of Physics can be summarized as follows: (a) Physics and engineering students are guided to an understanding of physical laws and their applications; (b) students are trained to think logically and develop their problem-solving ability; (c) they develop experimental skills and become knowledgeable in the use of instrumentation; and (d) they are instructed in advanced mathematics and the use of computers and microprocessors. Physics and engineering students automatically earn a minor in mathematics. The more applied component of the Physics curriculum focuses on laser technology, digital electronics, electro-optics, and material science. Students learn the fundamental physical processes that constitute the basis of modern technology. As a result, Physics graduates can either pursue graduate studies leading to M.S. and Ph.D. degrees in any subfield of physics, or follow industrial careers in research and development in corporate environments, or professional careers in such fields as health physics, computer science, medicine, biostatistics, architecture, patent/high-tech law, science teaching, and others.

The program in Engineering is described on page 70 of this catalogue.

## Bachelor of Science

### Major in Physics

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Introductory Physics with Lab (PS 15-16)	4	4
Calculus I, II (MA 25-26)	4	4
Computer Programming (IS 235)		3
English (EN 11-12)	3	3
Foreign Language	3	3
Social Science Elective	3	
<b>Sophomore Year</b>		
Digital Electronics and Micro- processors with Lab (PS 211)	4	
Circuit Analysis and Analog Systems with Lab		4
Chemistry (CH 11-12 or CH 17-18)	4	4
Optics (PS 222)	3	
Calculus III (MA 227)	4	
Ordinary Differential Equations (MA 321)		3
Modern Physics (PS 285)		3
Philosophy — Religious Studies	3	3
<b>Junior Year</b>		
Electricity and Magnetism I (PS 271)	3	
Electricity and Magnetism II (PS 371)		3
Theoretical Mechanics (PS 226)	3	
Partial Differential Equations (MA 322)	3	
Quantum Mechanics (PS 388)		3
Special Functions (MA 323)		3
Advanced Laboratory (Optics and Lasers, PS 203)	1	
Advanced Laboratory (Modern Experimental Methods I, PS 204)		1
English — Philosophy	3	3
History 30	3	
One intermediate-level History course		3
<b>Senior Year</b>		
Nuclear Physics (PS 388)	3	
Condensed Matter Physics (PS 390)	3	
Thermodynamics (PS 241)		3
Advanced Laboratory (Modern Experimental Methods II and Advanced Optics) (PS 205-206)	1	1
Religious Studies — Philosophy	3	3
Fine Arts Elective	3	3
Social Science Elective		3

### Minor in Physics

Students who major in an area other than Physics can earn a minor in Physics by completing the following minimum requirements.

1. Introductory Physics with lab (PS 15-16 or PS 83-84)
2. Three semester courses chosen among the 200 and 300 Physics courses, with Chairman's approval.
3. Two semesters of Laboratory courses chosen among PS 203-206, with the Chairman's approval.

### PS 15 General Physics I

Mechanics and heat for students whose field of concentration will be physics, mathematics, or chemistry. An introductory course. Rigorous mathematical derivations are used freely. A study of velocity and acceleration, Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, elastic properties of solids, fluids at rest and in motion, properties of gases; measurement and transfer of heat, elementary thermodynamics. *3 semester hours*

### PS 15L Laboratory for General Physics I

This laboratory course engages the students in experimental measurements spanning the areas of mechanics and thermal stresses on matter. Its objectives are to train students in experimental measurements, data manipulation and analysis, error analysis, deductive thinking, and instrumentation. It provides depth in the students' understanding of the phenomena taught in General Physics I. Specific experimental measurements include accelerated motion, periodic motion, the gravitational force, ballistics, conservation of energy and momentum and rotational dynamics; also, measurements of the coefficient of linear expansion and the heat of fusion. A weekly report is required. *1 semester hour*

### PS 16 General Physics II

Electricity, light, and sound. A continuation of PS 15. A study of magnetism and electricity, simple electric circuits, electrical instruments, generators and motors, characteristics of wave motion, light and illumination, reflection, refraction, interference, and polarization of light, color, and the spectrum; production and detection of sound waves. *3 semester hours*

### PS 16L Laboratory for General Physics II

This laboratory is designed to allow students a greater understanding of electromagnetic phenomena, wave phenomena, and optics, in support of General Physics II. Measurements of microscopic quantities, like the charge and mass of the electron, give the students an opportunity to explore the structure of matter. Other experiments involve the physics of electrical currents, electric properties of bulk matter, magnetic fields and their effect on beams, wave phenomena, the nature of light and its interaction with optical materials. In terms of experimental skills, this course shares the same objectives as PS 15L, i.e., measurement techniques, data and error analysis and instrumentation. A weekly report is required. *1 semester hour*

**PS 30 Programming the Personal Computer\***

This is a programming course in BASIC for the Apple computer. Students learn to write programs with application to numerical and non-numerical problems in a wide range of topics, including science, business, linguistics, and education; other topics include artificial intelligence, robot programming, machine language, sound, graphics and use of commercially available software. Classes meet frequently in the computer room for hands-on use of the computer. *3 semester hours*

**PS 70 Computers in Contemporary Society\*\***

The course provides a general introduction to computers for the non-science major. Topics covered include computer programming in BASIC, history of computers, hardware and software, data processing, and simulation; also computers in education, industry, business, health care, and the social implications of computers. *3 semester hours*

**PS 71 Physics of Light and Color**

This course is intended for students who are not majoring in the physical sciences. The particle-wave duality of light will be covered as will the relationship of light to other electromagnetic waves. Other topics discussed include polarization, vision, color and the perception of color, optical phenomena in nature, and in biological systems, color and light in art, simple optical instruments, sources of light and their spectra, lasers, and holography. *3 semester hours*

**PS 73 Man and Technology**

Major concepts of modern information science are considered with emphasis on the man-technology interaction. These concepts include modeling and decision making in such areas as energy, population, pollution, transportation, and computers. *3 semester hours*

**PS 76 Physics of Sound and Music**

The physical principles in the production of sound are examined with emphasis on sound produced by musical instruments. This includes the nature of wave motion as produced by vibrating strings and organ pipes, as well as harmonic content, musical scales and intervals, and the mechanism of the hearing process. Applications are made to the construction and characteristics of musical instruments, and to the design of auditoriums and concert halls. *3 semester hours*

**PS 77 The Science and Technology of War and Peace — The Way Things Work**

A critical discussion and descriptive exposition of the swords and plowshares dilemma, of what we mean when we say that science and technology have been used both to build up and tear down civilization, and of the forces of civilization driving and being driven by the dual nature of our technological heritage. The course will cover from the first lever and club through laser surgery and star-wars lasers, taking both an

historical approach and a thematic approach where appropriate. An emphasis will be placed on describing in the simplest terms the way important real devices work (TV, telephones, lasers, gas turbines, thermo-nuclear weapons, etc.) their illustration of and limitations from scientific principles at a qualitative level (mathematics: high school algebra or less), "the technical future" from a past, present and "future" perspective: What we can, could, didn't, might and cannot do. Illustrations of the moral and ethical implications of science will be discussed where appropriate. *3 semester hours*

**PS 78 The Nature of the Universe**

Geocentric and heliocentric models of the universe from the ancient Greeks to Newton, the life cycle of stars, evidence for an expanding universe, modern concepts of space, black holes, evolutionary and steady state theories of the universe. *3 semester hours*

**PS 83 General Physics for the Life and Health Sciences I**

Mechanics, heat and thermodynamics, wave motion and sound. The fundamentals of each area are treated rigorously. A study of velocity and acceleration. Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, and elastic properties of solids; properties of gases, transfer of heat, and elementary thermodynamics. 3 lectures, 1 laboratory period. *3 semester hours*

**PS 83L Laboratory for General Physics for the Health and Life Sciences I**

Same as PS 15L. *1 semester hour*

**PS 84 General Physics for the Life and Health Sciences II**

A continuation of PS 83. Light, electricity and magnetism — a study of the nature of light, reflection, refraction, diffraction, and polarization; electrostatics, DC circuits, magnetic forces, electromagnetic induction, AC circuits, electrical instruments, generators and motors. 3 lectures, 1 laboratory period. *3 semester hours*

**PS 84L Laboratory for General Physics for the Health and Life Sciences II**

Same as PS 16L. *1 semester hour*

**PS 87 Fundamentals of Astronomy**

This one-semester course introduces the student who is not majoring in science to the principal areas, traditional and contemporary, of astronomy. The traditional topics to be studied will be: an historical background to astronomy, telescopes, the sun, the moon, the major and minor planets, comets, and meteors. After these subjects have been discussed in detail, the areas appropriate to modern astronomy will be discussed. These topics will include: the composition and evolution of stars, star clusters, quasars, pulsars, black holes, and cosmological models. *3 semester hours*

\* This course does not satisfy core requirements in natural science.

\*\* This course does not satisfy core requirements in natural science for School of Business students.



### PS 92 History and the Cultural and Social Impact of Science

The objectives of this course are (a) to trace the historical development of science and induce an appreciation of universal natural laws, (b) to investigate the scientific influence on the development of culture and society, (c) to take a critical view of the culture and social institutions of today and examine to what extent science is responsible for their ills or virtues, and (d) to determine if it is possible that a concerted action on the part of the scientific enterprise can truly improve the human condition. The first part of the course focuses on culture, the second on social institutions.

6 semester hours

### PS 93 Energy and Environment

This course is designed to introduce students not majoring in the natural sciences to topics relating to work, energy, and power. Many of the environmental consequences resulting from our use of energy will be explored. The finite nature of our fossil fuels will be examined, as well as many of the alternatives to energy resources, including solar energy, wind, tidal, and geothermal energy, nuclear fission, and nuclear fusion. Mathematical prerequisites are limited to arithmetic and simple algebra.

3 semester hours

### PS 95 Meteorology

The course introduces the science of meteorology to the student who has little formal training in physics and mathematics. It includes a study of the composition and structure of the earth's atmosphere; the scientific instruments which measure atmospheric changes; and the forces which produce winds and storms. Applications are made to weather forecasting, to the economic impact of weather, and to the modification of weather and climate.

3 semester hours

### PS 203 Laboratory in Optics and Lasers

This is a course in classical optical experimental methods, with experiments in geometrical optics, optical instruments, optical materials, velocity of light, interference, Fraunhofer and Fresnel diffraction, Michelson and Fabry-Perot interferometers, polarization; it also includes an introduction to spectroscopy, fiber optics and lasers.

1 semester hour

### PS 204 Laboratory in Modern Experimental Methods I

PS 204 and PS 205 each offer laboratory experience in modern experimental methods and techniques. They each involve laboratory investigation of fundamental concepts in modern physics including: atomic, nuclear, solid-state, X-ray, acoustic, superconductivity and quantum physics. Laboratory procedures are designed to emphasize hands-on work with basic experimental equipment such as: vacuum systems, power supplies, electronics and instrumentation, detectors, diagnostic techniques, computer interfaces, data acquisition and control hardware and software, etc. These two laboratory courses are designed to give the student the maximum amount of opportunity to work on his/her own with minimum supervision.

1 semester hour

### PS 205 Laboratory in Modern Experimental Methods II

See Catalog description for PS 204.

1 semester hour

### PS 206 Laboratory in Advanced Optics and Optical Communications

This laboratory course offers experiments in Fourier Optics, holography, fiber optics systems, optical modulation and detection, noisy signal analysis, and topics in quantum optics and coherence, including pulsed and CW lasers, optical cavities, quantum optics and optical scattering (Rayleigh, Raman). Computational simulation of optical systems will be employed in some experiments. Students are encouraged to propose and carry out individual projects in advanced optics with the advice and consent of the instructor.

1 semester hour

### PS 211 Digital Electronics and Microprocessors

This is a lecture and laboratory course where students will be trained in the practical aspects of digital electronics, beginning with simple transistor circuits and advancing to the design and development of microprocessor circuits. The following topics are presented: number systems (decimal, binary, octal, hexadecimal, BCD); Boolean algebra; integrated circuits versus discrete components; logic gates; AND/OR/NAND/NOR/XOR circuits; flip-flops; multiplexers and decoders; counters; registers; memory devices; arithmetic and logic units; analog/digital and digital/analog conversion techniques. Students will also utilize laboratory equipment such as "bread-boarding" equipment, pulsers, oscilloscopes, and logic probes.

4 semester hours

### PS 212 Circuit Analysis and Analog Systems

This is a lecture and laboratory course where students will be introduced to the theory and practice of basic electronics and linear/analog circuitry. Topics covered include: Kirchhoff's laws and applications; concepts of capacitive and inductive reactance; impedance calculation using vector and complex notation; DC, AC, and transient circuit behavior; operation of basic solid state devices (diodes, junction transistors, FET's, SCR's); operational amplifiers; active and passive filters; feedback techniques; and frequency dependent effects. The students also work with the basic laboratory test equipment such as the digital volt-ohm-amp meter, function generator, oscilloscope, and counter/timer.

4 semester hours

### PS 222 Modern Optics and Wave Phenomena

An introduction to wave phenomena and particular application to light and optics. Periodic motion, superposition, forced and damped vibrations, boundaries, dispersion, Fourier analysis and examples of wave motion in mechanics, electricity, sound and fluids. The nature and properties of light; geometrical optics; prisms, mirrors, lenses, optical instruments, optical fibers and waveguides; physical optics: interference, diffraction, polarization and spectra; coherence, lasers and quantum optics.

3 semester hours

**PS 226 Theoretical Mechanics**

Fundamental ideas of classical mechanics; elementary dynamics; gravitational forces and potentials; free and forced harmonic oscillations; central fields and the motions of planets and satellites. Lagrange's equations, small oscillations, and normal modes.

3 semester hours

**PS 241 Thermodynamics**

Temperature scales and thermodynamic systems; Carnot cycle; absolute temperature; entropy. The laws of thermodynamics; chemical, electric, and magnetic systems; kinetic theory of ideal gases; distribution of molecular velocities; the Maxwell-Boltzmann statistics; applications of the Boltzmann statistics; quantum statistics.

3 semester hours

**PS 271 Electricity and Magnetism I**

Electrostatics and the concepts of field, flux and potential, Gauss' Law and its applications, vector and scalar fields and vector operators, energy of charge systems, dipole fields, Laplace's equation, magnetic fields, and potentials.

3 semester hours

**PS 285 Modern Physics**

Fundamentals of atomic and molecular structure; photoelectric effect; special relativity; black body radiation, Bohr Theory; optical spectra; Compton Effect and x-rays; introduction to quantum mechanics.

3 semester hours

**PS 288 Biomedical Physics and asTechnology**

This course is designed to introduce the student to the physical principles that operate in normal and abnormal states of the human body and to the study of the instrumentation used for diagnostic and therapeutic purposes. The principles of operation of a large array of biomedical instrumentation and the utilization of data collected by these devices is studied in detail.

3 semester hours

**PS 371 Electricity and Magnetism II**

Electric and magnetic fields in matter, solutions to Laplace's equation and the boundary value problem; multiple expansion of fields and potentials; Maxwell's equation and electromagnetic radiation; polarization; relativistic transformation of fields; electrical conduction in gases and plasmas.

3 semester hours

**PS 386 Quantum Mechanics**

This course is to introduce the student to the physical concepts and mathematical formulations of nonrelativistic quantum mechanics. Topics to be discussed will include: the Schrodinger wave equation, Fourier techniques and expectation values, operator formalism, angular momentum, central forces, matrix representations, and approximation methods. Prerequisites: classical mechanics, atomic physics, advanced calculus and differential equations.

4 semester hours

**PS 388 Elementary Particles and Nuclear Physics**

This course begins with a review of elementary particles, their properties and classification and their nuclear and electromagnetic interactions. It proceeds with the study of bound nuclear systems, conditions for nuclear stability, and radioactive decay modes. Finally, particle accelerators and other nuclear experimental facilities are examined. Prerequisite: PS 386.

3 semester hours

**PS 390 Special Topics**

The content of this course is selected among the following areas: condensed matter physics, numerical analysis and computational physics, wave phenomena and quantum phenomena. Condensed matter topics include mechanical, thermal and electric properties of matter; magnetism, superconductivity, and magnetic resonance. Topics in numerical analysis and computational physics include solutions of differential equations, boundary value and Eigenvalue problems, special functions and Gaussian quadrature, and matrix operations. Finally wave phenomena include electric and mechanical oscillators, coupled oscillators, transverse and longitudinal waves, waves on transmission lines and electromagnetic waves. The quantum phenomena part includes advanced topics in quantum mechanics with applications in the structure of nuclei, atoms, molecules, metals, crystal lattices, semiconductors and superconductors.

3 semester hours

**PS 391-392 Theoretical/Experimental Independent Study**

This course provides an opportunity for intensive investigation, experimental or theoretical, of selected topics at an advanced level under the guidance of a faculty member. Participation in this course is required of all seniors. *Credit by arrangement*





---

## Department of Politics

---

**Professors:** Cassidy (*Chair*), Dew, A. Katz, Orman

**Associate Professors:** Greenberg, Kahn, Patton

**Assistant Professor:** Weeks

The Department of Politics has attempted to develop a balanced and diversified curriculum which covers the major subfields of the discipline. While very much aware of the perennial questions of government and society which puzzled political philosophers such as Aristotle and Plato, the Department is concerned that its students be well-versed in the affairs and contending theories of the contemporary world. It is also committed to the development of rigorous analytical skills, the arts of communication (both spoken and written), and experiential learning. Professors are closely involved with the programs in applied ethics, international relations, Asian studies, peace and justice, and Latin American and Caribbean Studies. Thus, while it is designed to provide a broad liberal education, the politics curriculum is also appropriate for a large number of career orientations, especially law, government, the media, teaching, and business.

### Major in Politics

A student is required to take 30 credits (10 courses) for the Major. This includes the three introductory courses (PO 11, PO 12 and PO 14) and one intermediate course in each of the four subfields (Political Theory, International Relations, Comparative Politics and American Politics). The remaining three Politics "electives" may be taken in any of the four subfields or in internships or independent study.

### Minor in Politics

A student is required to take 18 credits (6 courses) for the Minor. This includes the three introductory courses (PO 11, PO 12 and PO 14). The remaining three Politics "electives" may be taken in any of the intermediate courses as well as internships or independent study offered by the department.

## Introductory

### PO 11 Introduction to American Politics

An examination of the American political system and the American political culture; consideration of the major political institutions in relation to policy perspectives; an examination of the ability of the political system to deal with societal problems; analysis of proposals for reform of the political system.

*3 semester hours*

### PO 12 Introduction to Comparative Politics

This course surveys selected industrialized and non-industrialized nations. It seeks to explore the relationship between cultural and socio-economic conditions and political behavior, while illustrating some of the basic concepts and methods of comparative political analysis.

*3 semester hours*

### PO 14 Introduction to Political Theory

This course is designed to introduce students to the field of Western political theory. It analyzes the liberal political theories of Thomas Hobbes, John Locke and J.S. Mill and compares and contrasts them to a variety of communitarian, socialist and anarchist political theories.

*3 semester hours*

## Intermediate

### Political Theory

#### PO 110 Basic Concepts in Western Political Theory

An introduction to the theoretical bases of political and social institutions and practices. The course will focus on such fundamental concepts as rights, freedom, justice, equality, political obligation, and civil disobedience. Selected primary sources from classic and contemporary western political theory will be examined.

*3 semester hours*

#### PO 111 Western Political Thought I: Ancient and Medieval

This course focuses on the ancient and medieval traditions in Western political theory. First, we will situate the political theories of theorists such as Thucydides, Plato, and Aristotle in the historical context of ancient Athens and assess their contemporary relevance as theories of the good political order. We will then examine the Christian recuperation of these ancient thinkers, focusing on the contributions of theorists such as Augustine and Aquinas to this conversation about the nature of political life. We will finish with a consideration of Machiavelli's political thought and the transition to modern political theory.

*3 semester hours*

#### PO 112 Western Political Thought II: Modern

This course focuses on the modern tradition of Western political theory. We will carefully examine the work of four thinkers, including theorists such as Karl Marx, Max Weber, Friedrich Nietzsche, and Michel Foucault. Each of these theorists presents a critical assessment of the nature and value of modern society's cherished ideals of social and economic progress, scientific reason, and individual autonomy and liberty. This course is designed to come to terms with these unique, timely, and very controversial insights into the possibilities and limits of life in the modern age.

*3 semester hours*



### **PO 115 Introduction to the Study of Faith, Peace, and Justice**

The purpose of this course is to introduce the student to the concepts of peace and justice, the connections between them, and the relationship of these concepts to the idea of faith. The course will focus on studies beginning with an analysis of the crisis of America's cities and finds the causes in deindustrialization and its resulting poverty. This poverty is then compared to the poverty in developing nations, specifically in Central America. In both cases poverty is viewed as the effect of unjust economic and social structures including exaggerated military budgets at home and the militarization of developing countries. A theoretical basis for the study of these fundamental problems in justice and peace is provided by examining them according to the principles of Marxism, Liberalism and Catholicism. Each of these traditions has its own perspective for understanding these problems and for responding to them. In this way the course provides both an awareness of the major problems in justice and peace as well as an understanding of the different ways to think about them.

*3 semester hours*

### **PO 118 American Political Thought**

To be considered are the philosophical roots of American political thought and the influence of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil Warmakers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. Challenges and reform of the American political system will also be treated within the scope of political science through an application of the concepts of human nature, idealism, constitutional power, and nationalism.

*3 semester hours*

### **PO 119 Feminist Political Thought**

This course examines the development of U.S. feminist theory from the 1960s to the present. We will explore the similarities and differences among several approaches to feminist theorizing that emerged out of the U.S. women's movement, including liberal feminism, radical feminism, socialist feminism, postmodernist feminism, and the feminisms of women of color.

*3 semester hours*

### **PO 123 Modern Political Ideologies**

An examination of the prevailing political belief systems in the modern world. Contemporary theories of democracy will be analyzed, with special reference to the question of democracy's ability to deal with the problems of American society. Marxism will be explored in terms of the political and economic ideas of Marx and Engels as well as the modifications made in their system by Lenin and Mao Tse-tung. The basic concepts of fascism will be discussed and an analysis will be made of the meaning of totalitarianism.

*3 semester hours*

### **PO 124 Marxist Political Thought**

This course will provide a careful treatment and evaluation of the social and political thought of Karl Marx. In addition, the course will examine the intellectual environment in which Marx worked and conclude with some discussion of contemporary approaches to Marxist thought.

*3 semester hours*

## **International Relations**

### **PO 130 International Relations**

The experience of conflict and cooperation among the nations of the modern world is viewed in terms of the principles of realpolitik, morality, international law, and international organization. Special attention is given to the arms race and other contemporary issues. The class will simulate possible future conflicts. (Formerly listed as PO 147; not open to students who have taken PO 147).

*3 semester hours*

### **PO 131 International Organization**

The course examines the history, role and functions of international organizations, both intergovernmental and non-governmental, and reviews the current trend toward greater reliance on multilateral political efforts in relations among nations. A review of major theories and concepts of international organizations is followed by a detailed examination of the United Nations, its Charter and related specialized agencies. Current efforts to reform the United Nations in a political situation different from the world of 1945 are also discussed. Other major themes include the development of some major regional organizations such as the NATO alliance and the new OESC, multipurpose organizations (OAS, OAU) and functional organizations such as the European Union. Students will also learn about the role of non-governmental organizations in fields such as human rights or environmental protection.

*3 semester hours*

### **PO 133 United States Foreign Policy**

Review of the Cold War from orthodox and revisionist perspectives. Munich and Vietnam "syndromes." Discussion of various factors in the struggle to control foreign policy. Problems of nuclear strategy, trade, aid, espionage, etc. Major contemporary policies and commitments will be debated by the class. (Formerly listed as PO 148; not open to students who have taken PO 148).

*3 semester hours*

### **PO 134 International Political Economy**

This course studies developments in the world in which economics and politics – wealth and power – are intertwined. It examines how political power shapes economic outcomes and how economic forces influence political action. Among topics to be explored are the management of global interdependence, the rise and decline of U.S. power, the formation of economic blocs, the impact of multinational corporations, the politics of the Third World debt and foreign aid, the rise of Japan and the problems of transition to a market economy in post communist countries.

*3 semester hours*

### **PO 135 Peace and War in the Nuclear Age**

An analysis of the nuclear arms race and the efforts to end it. The course focuses on the major weapons systems, nuclear strategies, and comparative strengths of the two superpowers. Attention is devoted to a reexamination of American attitudes toward the Soviet Union including its history and its security concerns. The various arms control and disarmament proposals are evaluated and debated. Other implications of the arms race are examined, including the morality of nuclear weapons policies and the economic impact of large scale military expenditures. Consideration is also given to the roles that citizens can play in attempting to reverse the arms race establish peace. (Formerly listed as PO 114; not open to students who have taken PO 114).

*3 semester hours*

**PO 146 Vietnam and the American Experience**

This course will explore the roots of the American involvement in Vietnam. Conflicting theories exploring that experience will be analyzed. The course will further investigate the clash of cultures involved in the war and the impact of that war on both American and Southeast Asian societies. *3 semester hours*

**Comparative Politics****PO 139 Central and Eastern European Politics**

A review of the 20th century political experience of Central and Eastern Europe with an emphasis on developments since 1989. Main themes include: politics of nationalism and the disintegration of Yugoslavia; the breakup of Czechoslovakia as a unitary state; and problems of transition from the system of one-party rule to multi-party democracy and free market economy. The course will also explain the reasons behind the Central and East European interest in "civil society" – a term that has come to mean new standards of pluralism, tolerance and general politeness, as advocated by political leaders like Vaclav Havel. In addition, the course examines problems of security and cooperation in the region as a whole and analyzes the debate over future membership of Central European countries in the European Union and NATO, and the possibilities of the new Organization for Security and Cooperation in Europe. Familiarity with at least one work of fiction by an Eastern European author and with a film illustrating the political and human condition in the region are part of the course requirements. *3 semester hours*

**PO 140 European Politics**

An analysis of political institutions and dynamics of Great Britain, France, Germany, and Italy. The relationship between the political culture and the political system will be emphasized. Alternate methods of dealing with societal problems will be analyzed. (Formerly listed as PO 120; not open to students who have taken PO 120). *3 semester hours*

**PO 141 African Politics**

This course aims to analyze the major issues and problems that dominate African politics. It is designed to provide students with a basic understanding of African politics and society from a comparative perspective. It will examine such key themes as neocolonialism, the roles of religion and the military in politics, and the prospects of democracy in Africa. *3 semester hours*

**PO 142 Latin American Politics**

Building a strong political system seems an impossibility in a setting of economic underdevelopment and socio-cultural disunity. This course studies the democracies and tyrannies of the mainland countries of Latin America: Mexico, Central America, Venezuela and Colombia, Peru and Bolivia, Brazil, Argentina, and Chile. In particular it examines the revolutionary method of change and reviews the policy dilemmas of land reform, industrialization, and control of natural resources. United States foreign policy toward the area — both past and present — will be reviewed. *3 semester hours*

**PO 143 Caribbean Politics**

Racism, colonialism, and poverty afflict the paradise islands of this region, producing dramatic revolutions, Black Power movements, and U.S. interference. Countries studied: Cuba, Puerto Rico, the Dominican Republic, Haiti, Jamaica, Trinidad, Guyana, and Surinam. *3 semester hours*

**PO 144 Middle Eastern Politics**

This course aims to analyze the major issues and problems that dominate the Middle Eastern scene. It is designed to provide students with a basic knowledge of Middle Eastern politics from a comparative perspective. The social, economic, cultural and political sources of conflict and change will be examined and key themes such as the prospects for democracy, oil and development, Islam and politics, will be critically assessed. *3 semester hours*

**PO 145 The Major Powers of Asia**

An analysis of the institutions and dynamics of China, Japan, and India. The relationship between the political culture and the political system will be emphasized; the different paths towards modernization taken by each will be analyzed; foreign policies of each of the nations will be discussed. *3 semester hours*

**PO 149 Politics in the Developing World**

This course examines issues relevant to countries in the Third World. It surveys such key topics as theories of imperialism and underdevelopment, the political economy of development, gender and development, state-society relations, the dynamics of revolution, the search for democracy and North-South relations. The course draws examples from four regions of the Third World: Africa, Latin America, Asia and the Middle East. *3 semester hours*

**PO 221 British Seminar**

In a seminar format this course will use an interdisciplinary approach, political science, sociology, modern British drama, novels, to look at the structure and changing nature of British society and politics. Course will focus on the role of class, racial problems, declining economy, devolution, and secessionist problems, as well as solutions offered to these problems by contemporary Labour and Conservative governments. Professor's permission required. (Formerly listed as PO 321; not open to students who have taken PO 321.) *3 semester hours*

**PO 246 Seminar on China**

An examination of the major problems of contemporary Chinese society with a particular emphasis on political socialization and the Chinese political culture and the role(s) of such groups as students, peasants, women, etc. The seminar will attempt to focus on these problems through an analysis of political philosophy, short stories, novels, plays, and biographies, by Chinese writers and Western scholars and observers. Professor's permission required. (Formerly listed as PO 346; not open to students who have taken PO 346.) *3 semester hours*



**PO 249 Seminar on Russia**

Survey of Russian political, economic, and social developments under Communism. The scene is set with a review of conditions that preceded the Revolution. The changes wrought by the Revolution and some of their unanticipated consequences will be examined. Special attention will be given to the dilemma in Mikhail Gorbachev's and Boris Yeltsin's efforts to restructure and open the society. U.S.-Soviet relations will be reviewed. Professor's permission required. (Formerly listed as PO 349; not open to students who have taken PO 349.)

*3 semester hours*

**American Politics****PO 150 Urban Politics**

Structures and processes of urban politics will be examined. The major participants and policy areas of urban political processes will be considered. The evolution of urban areas will be set in historical perspective. Major contemporary problems will be discussed and alternative solutions will be analyzed.

*3 semester hours*

**PO 155 Public Administration**

The course will focus on the role of the bureaucracy within the political process. The problems of efficiency and accountability will be examined. The classic models of bureaucratic organization and function will be studied in juxtaposition to the reality of bureaucratic operation. Proposed reforms will be analyzed in order to determine the viability of change.

*3 semester hours*

**PO 161 The American Presidency**

A study of the role of the President in the political system. The origins, qualifications and limitations of office will be considered as the President functions as chief executive, legislative leader, and link with the Courts. The obtaining of presidential powers, his roles as party leader and politician are also examined as a means of evaluating presidential achievement of domestic and foreign policy goals. Questions of reform are also reviewed.

*3 semester hours*

**PO 162 United States Congress**

A study of Congress within the context of the political system and an analysis of its constitutional powers; historical development; processes of recruitment; formal organization; committee system; social make-up; folkways; political leaders; constituency and interest group influences as well as consideration of its domestic and foreign policy outputs. Chances for reform and evolution will be considered.

*3 semester hours*

**PO 163 Supreme Court I**

An examination of the politics of the Supreme Court. The relationship between the Court and the remainder of the political system will be analyzed. Direct attention to the Court's treatment of government power including commerce clause, taxing power, and relations between the branches. The political consequences of Court decisions will be emphasized.

*3 semester hours*

**PO 164 Supreme Court II**

An examination of the individual and the Court. Direct attention paid to Supreme Court decisions regarding civil liberties, including freedoms of speech, press, religion, and assembly. Also an examination of the rights of accused persons and the 14th amendment equal protection. The political implications of these decisions will be emphasized as well as the political environment in which the Court functions.

*3 semester hours*

**PO 165 Political Parties, Interest Groups, and Public Opinion**

This course will examine various linkage models that describe representation of citizens by leaders. Moreover, the course will examine political parties, interest groups, and public opinion in terms of their contributions to popular control of American politics. What mechanisms do citizens have to gain compliance for their policy preferences? How responsive are decision makers in the American system to citizens' demands? These questions and others will be considered in the course.

*3 semester hours*

**PO 166 Private Power and Public Policy**

An examination of some of the major policy problems facing American society today: poverty, pollution, the medical care system, and the military-industrial complex. The causes of these problems will be discussed particularly in terms of the influence of private economic power and especially large corporations. Finally, an analysis will be made of the policies formulated by the federal government in response to these questions.

*3 semester hours*

**PO 167 Media and Politics**

This course is designed to examine the impact of the media on the American political system and conversely how government attempts to influence the media for its purposes. The implications of the electronic media for a democratic and informed society will be examined, and close attention paid to the media's impact on national elections. Finally, the media as an agent of political socialization will be analyzed. (Formerly listed as PO 190; not open to students who have taken PO 190).

*3 semester hours*

**PO 168 Politics of Mass Popular Culture**

This course will survey the political aspects of American popular culture by examining the relationship between sports and politics, the politics of rock music, and political humor and political satire of American politics. Mass popular culture often serves as regime-maintaining diversions. What values and political positions do organized sports in the U.S. convey? What is the political impact of American popular music? How have citizens used political humor and satire of American politics to develop an outlook toward government? These questions and others will be explored in the course.

*3 semester hours*



## Internships and Independent Study

### PO 296 State Legislature Internship

Junior and senior Politics majors may participate in the Connecticut General Assembly Legislative Internship Program. Students become acquainted with the legislative process by serving as aides to a legislator — research paper is required. Prerequisites: 3.0 Q.P.A.; PO 11 & 12; either PO 108, 155, or 165; departmental approval.\*

6 semester hours

### PO 297 Washington Semester Internship

Junior and senior Politics majors may work full-time as interns in a variety of public and private sector positions in the nation's capital. This provides them the opportunity to experience governmental problems firsthand and apply what they have learned. Nine credits are awarded for the internship, 3 credits for a course taken in Washington, D.C., and 3 credits for a major research paper. Prerequisites: 3.0 Q.P.A.; PO 11 & 12; at least one American and one international politics course; departmental approval.\*

15 semester hours

### PO 299 Urban and Municipal Internship

Junior and senior Politics majors will work under supervision 10-12 hours per week at local government agencies and public interest organizations. A journal and term paper is normally required. Prerequisites: 3.0 Q.P.A.; PO 11 & 12; either PO 107, 150, or 155; departmental approval.\*

3 semester hours

### PO 398 Senior Independent Research

Seniors may do independent work in one of three areas: (1) library research on a selected topic; (2) field research; or (3) directed reading on a selected topic. Each student involved in such a course will work under the direction of one of the members of the Department. Taught both fall and spring semesters.

3 semester hours

## Department of Psychology

**Professors:** Boitano, Braginsky, Gardner, Salafia

**Associate Professors:** J. McCarthy, Primavera, Worden (*Chair*)

**Assistant Professor:** Rakowitz

The Department of Psychology introduces students to the content and methods of the science of psychology. Students survey the foundations of the field, learn about statistics and experimental design, and have an opportunity to pursue specific interests through upper level seminars, applied internships, and independent research. The major in psychology prepares students for graduate study in psychology, neuroscience, medicine, law, education, social work, business, etc. In addition, students with a degree in psychology are particularly well-suited for any entry level position which demands a solid liberal arts education. The Department also presents significant background courses in many areas of psychology for majors in other fields.

## Major in Psychology

Depending on their background and orientation, students may choose either the B.A. or B.S. degree. The primary difference between the degrees is that the B.S. requires additional science courses outside of the Psychology Department.

## B.A. Degree

The curriculum for the B.A. degree in Psychology is as follows:

Required Courses	Suggested Time
PY 101 General Psychology	Semester 1
PY 261 Biological Basis of Behavior	Semester 2 or 3
PY 263 Developmental Psychology	Semester 2 or 3
PY 203 Statistics for the Life Sciences	Semester 3 or 4
PY 209 Experimental Psychology Laboratory	Semester 4 or 5
PY 300 Modern Psychology: History and Current Issues	Semester 7 or 8

\*Note — Students may take only one of the above internships (PO 296 or 297 or 299).

At least 1 of:

- PY 248 Social Psychology
- PY 251 Psychopathology
- PY 284 Theories of Personality

At least 1 of:

- PY 250 Sensation & Perception
- PY 265 Learning & Memory
- PY 285 Cognitive Psychology

At least 2 additional courses

### Recommended Courses

Remaining foundation courses

(PY 248, PY 250, PY 251, PY 265, PY 284, PY 285)

- |   |  |
|---|--|
| PY 294 or 295 Internship in<br>Applied Psychology | Semester 7 and/<br>or 8 any time<br>after PY 209<br>Seminars |
|---|--|

### Notes Regarding Core Requirements

- 1) For the Math Core Semester 1 and 2 requirement, Math 15-19 or 21-22 (Math 21-22 is recommended)
- 2) For the Science Core requirement, Biology 91-92 or Biology 107-108 are strongly recommended
- 3) For the Social Science Core requirement, majors must take social science courses outside of psychology.

## B.S. Degree

For the B.S. degree in Psychology, requirements and recommendations are the same as for the B.A., except that Math 15-19 is not acceptable; Math 21-22 is required. Additionally, students who are candidates for the B.S. must take:

- BI 91-92 General Biology
- CH 11-12 General Inorganic Chemistry I and II
- CH 211-212 Organic Chemistry I and II
- PS 83-84 General Physics for the Life and Health Sciences I and II

## Minor in Psychology

Students in other majors may earn a minor in Psychology by taking General Psychology (PY 101) and four other courses (two of these courses would also fulfill the social science core requirement). Students contemplating a minor are urged to consult with a member of the Psychology faculty regarding choice of courses.

### PY 101 General Psychology

General Psychology provides an introduction to the science of mental processes and behavior. The course will address a range of questions including: how is brain activity related to thought and behavior; what does it mean to learn and remember something; how do we see, hear, taste and smell; how do we influence one another's attitudes and actions; what are the primary factors that shape a child's mental and emotional development; how and why do we differ from one another; and what are the origins and most effective treatments of mental illness?

3 semester hours

### PY 112 Psychological Testing

This course gives the student an overview of test theory and use. Attention focuses upon benchmarks to be observed in test construction, use, and evaluation. Problems of reliability and validity are considered with respect to tests of maximum performance and measures of typical performance.

3 semester hours

### PY 121 History and Systems of Psychology

The aim of this course is to provide the student with an overview of the significant influences leading to the development of psychology. The emphasis will be upon specific individuals and the nature of their contributions. The course will cover: the empiricist-associationist tradition, physiological influences, early experimental psychology, the founding of the first psychology laboratory by Wundt, Wundt's contemporaries, and the various schools of psychology.

3 semester hours

### PY 122 Human Sexuality

This course surveys the major areas of concern in human sexuality. Historical and current issues will be addressed with the emphasis on research findings.

3 semester hours

### PY 132 Introduction to

#### Industrial/Organizational Psychology

This course introduces the field, contributions, and methods of Industrial/Organizational Psychology. The course covers the history of this branch of applied psychology and the psychologist's role, along with other scientist-practitioners concerned with the world of work, in developing and maintaining human work performances and work environments. Current concepts and methods in several specialties within I/O Psychology are explored: personnel, organizational behavior and development, counseling, labor relations, consumer, and engineering/ergonomic psychology. Course topics include: recruitment, selection, training and development, and appraisal of individuals and groups; development and change of organizational cultures; and relations between organizations and their stakeholders. Emphasis is given to the unique contributions of psychological science to understanding human work skills, interests, attitudes, motivations, satisfactions and stresses; work careers, management, leadership, communication, group processes, and organization.

3 semester hours

**PY 138 Psychology and Law**

This course is an introduction to and overview of the major areas in psychology that interface with the legal system. The significant issues, concepts, theories, and research will be discussed in the context of "psychology of law," "psychology in the law," and "psychology and the law." Special emphasis will be placed on insights derived from psychology as it applies to not only the legal system but to social issues and policy analysis.

*3 semester hours*

**PY 148 Fundamentals of Social Psychology**

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion.

*3 semester hours*

**PY 151 Abnormal Psychology**

This course introduces the student to the field of abnormal behavior. The classic behavior patterns in the classification system are presented and the possible causes and remediation of such are discussed.

*3 semester hours*

**PY 162 Psychology of Death and Dying**

Recent biomedical research, psychological theory, and clinical experience provide the foundation for this life-cycle study of death, dying, and bereavement. Some selected topics include still-birth and perinatal death, Sudden Infant Death Syndrome, child, adolescent, and adult cancer, suicide, and other catastrophic life-threatening events (myocardial infarction, thermal injuries, multiple trauma accidents). In addition, considerable attention is devoted to a survey of grief and bereavement in childhood and adulthood, with particular focus on widowhood. Strategies for providing care for the dying are discussed, including a treatment of Hospice. Attitudes of health care professionals toward death and dying persons are examined. Extensive use is made of case studies, dramatic and documentary films, role play, and small group discussion. The course is particularly beneficial to students preparing for careers in clinical psychology, medicine, nursing, psychiatric social work, and other allied health professions, but it may be helpful to anyone interested in developing informed attitudes about these important human crises.

*3 semester hours*

**PY 163 Human Development**

A development psychology approach to the growth of the individual from birth to old age, tracing motor, perceptual, language, cognitive, and emotional growth. The emphasis will be on normal development.

*3 semester hours*

**PY 186 Group Dynamics**

This course is designed to give the student a basic knowledge of the most important theories and research on groups. There is an attempt to combine sociological and psychological perspectives in order to give a more integrated picture of the way groups function. It will also be possible for students to make use of experiential as well as classroom methods of learning.

*3 semester hours*

**PY 187 Applications of****Industrial/Organizational Psychology**

This course has two objectives: 1) reviewing selected issues in the characteristics and dynamics of contemporary organizations, and 2) examining, in the context of such issues, contemporary applications and emerging needs for approaches, constructs, research, and methods in Industrial/Organizational Psychology. The course is open to majors and minors in Psychology and in other disciplines related to the study of organizations in the world of work. The roles and contributions of I/O Psychology have been examined in the context of issues and changes in: workforce demographics, diversity, and motivations; regulatory and litigating environments; organizational ethics; organizational values and cultures; management and leadership; globalization; international alliances and competition; environmentalism and consumerism; and technological change.

*3 semester hours*

**PY 193 Environmental Psychology**

The course is designed to explore the relationships between the psychological aspects of man and the environment in which he lives. Students will be involved in selecting, designing, and conducting a class research project in the realm of environmental psychology. Class material will consist of trying to assess the relevant parameters of the environment in addition to its effect upon man.

*3 semester hours*

**PY/BI 203 Statistics for the Life Sciences**

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency, distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance, including the t-test, chi squared, ANOVA and non-parametric statistics. This course is open to majors in the behavioral, biological, and physical sciences. The laboratory is designed to complement the course by giving students supervised computation and problem-solving exercises with calculator and computer.

*4 semester hours*

**PY 209 Experimental Psychology Laboratory**

The course is designed to introduce the basic methodology and content in psychological research. You will be guided through hypothesis, design, data collection, and analysis of research projects. The ability to communicate via the written report is strongly emphasized. The course ends with the oral and written presentation of a proposed experiment. Prerequisites: PY 101, 203.

*4 semester hours*

**PY 248 Social Psychology**

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion. Prerequisite: PY 101. Psychology majors.

*3 semester hours*



**PY 250 Sensation and Perception**

How do we see, hear, touch, taste, smell? What can go wrong with our eyes? Ears? What about individual differences? This course deals with basic sensory mechanisms, including both peripheral and central representations of stimuli, and with perceptual processing, including color, depth, patterns, motion and event perception. Illusions and aftereffects will be studied for the information they yield about normal perceptual processing. Prerequisite: PY 101.

*3 semester hours*

**PY 251 Psychopathology**

The focus of this advanced course in abnormal behavior is an in-depth analysis of current research and theories of psychopathology. Building upon the student's knowledge of developmental psychology, the course examines both the biological and psychological antecedents of abnormal behavior. Oral and written analysis is emphasized. Prerequisites: PY 101, PY 263. Psychology majors.

*3 semester hours*

**PY 261 Biological Basis of Behavior**

Understanding the brain is one of the last and most challenging frontiers of science. Whatever we see, hear, know, think or feel is determined by the functioning of our brains. Starting with the molecular and cellular machinery of neurons and the anatomy of the nervous system, the course proceeds through the neural basis of sensation, perception, memory, emotion, language, sexual behavior, drug addiction, depression, schizophrenia, etc. Neuroscience has made enormous strides in the last several decades. This progress shows every sign of continuing at an ever increasing rate, and this course provides the foundation upon which a thorough understanding of brain-behavior relationships can be built.

*3 semester hours*

**PY 263 Developmental Psychology**

Utilizing a research-oriented, topical approach, this course focuses on the principal themes, processes and products of human development. Information gleaned from theory and basic research, both classic and contemporary, is applied to a variety of developmental problems in order to help students appreciate why specific changes occur in the life course. The course studies the major theories and research methods of developmental psychology with specific emphasis on behavioral genetics and related biological issues. Language, learning, and cognitive development are stressed, and a balanced treatment is given to key social and personality variables. The discrete issues affecting human development are integrated by a synthetic study of the ecology of the human family. Psychology majors.

*3 semester hours*

**PY 265 Learning and Memory**

To the science of Psychology, "learning" is much more than what goes on in a classroom. It is defined as a relatively permanent change in the brain, resulting from environmental experience, which often produces measurable changes in overt behavior. The course covers historical background on the scientific study of learning, the seven major learning theories, and a consideration of the contemporary scene in theory and research. The final portion of the course deals with the application of learning principles to remembering and forgetting. Demonstrations, simulations and brief experiments form part of the learning experience. Prerequisite: PY 101.

*3 semester hours*

**PY 271 Psychobiology Laboratory**

A technique-oriented course designed to provide training in the basic rudiments of small animal brain surgery. These include aspirated lesions, stereotaxic procedures, behavioral testing, perfusion, and histological techniques. A written mini-neurobehavioral report is the main requirement.

*1 or 4 semester hours*

**PY 284 Theories of Personality**

The content of the course will be an advanced presentation, analysis, and evaluation of theories of personality from Freud through Skinner. The purpose of such a course is not only one of theoretical enrichment and history, but is intended to broaden the student's understanding of the normal human personality in terms of theoretical structure, function, and dynamics.

*3 semester hours*

**PY 285 Cognitive Psychology**

Cognitive psychology, drawing from linguistics and computer science, has widespread influence on other areas of psychology and application to many practical, everyday concerns. This one-semester course is designed to examine current theory and research in the areas of human thought, language use, memory, problem solving and decision making. Individual projects dealing with any of these topics are encouraged, although not required. Prerequisite: PY 101.

*3 semester hours*

**PY 287 Perception and Cognition Laboratory**

Students will plan, conduct, and write, in journal format, several experiments dealing with any of a variety of perceptual and cognitive phenomena. Emphasis will be on research design, control of relevant variables, and concise scientific writing. Prerequisites: PY 101, PY 203, PY 285 or PY 250.

*4 semester hours*

**PY 290 Drugs and Behavior**

A survey course discussing the psychopharmacological properties of the more significant drugs used for research and by society in general. These include by class, alcohol and nicotine, the depressants and stimulants, the tranquilizers, the opium derivatives, and the hallucinogenic compounds. Particular emphasis will be placed on the drugs' site of action in CNS as well as behavioral alteration in the controlled and noncontrolled environment.

*3 semester hours*

**PY 294-295 Internship in Applied Psychology**

The intern program provides the senior psychology student with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements from which to choose, including traditional psychology-related programs: mental health, social service, school psychology, early child and special education, probation, and hospital administration. Interns are also placed in related disciplines: human factors engineering, human resource development, advertising, and public relations. In each internship emphasis is placed on the integration of learning, both cognitive and experiential. Interns may register for one or two semesters, depending on the availability of appropriate placement sites and qualified supervisors. An intern is expected to spend a minimum of 10 hours per week in on-site work and to complete the required academic component specified by the faculty coordinator. Prerequisite: Completed application form, acceptance by the field placement supervisor, and approval by the Psychology Department's internship program director. *3 semester hours*

**PY 296-297 Internship in the Teaching of Psychology**

This practicum experience, open to advanced psychology majors, affords the student an opportunity to explore the profession of the teaching of psychology. Under the direct supervision of the professional staff of the Department, students are introduced to the issues of curriculum development, methods of classroom instruction, selection and use of media resources, test construction, and strategies for the academic and practical motivation of students. Interns have the opportunity to observe participating faculty engaged in the profession of teaching, to share in some of the instructional activities, and to meet with other interns in a seminar format to process the learning experiences. Prerequisites: Permission of instructor.

*3 semester hours***PY 300 Modern Psychology: History and Current Issues**

This seminar is required for senior psychology majors. Its goals are: to introduce students to the major historical perspectives in psychology; to encourage critical thinking and the generation of creative ideas; and to help students engage in a thoughtful questioning of the theory and knowledge base that constitutes the science of psychology. The entire psychology faculty participates in teaching this course, with two different members acting as coordinators each semester.

*3 semester hours***PY 363 Psychosocial Problems of Childhood and Adolescence**

This course will examine the problems and deviations in development in childhood and adolescence that are commonly a cause of concern in the child's social environment of family, peers, school and community. Theories, research, remediation and prevention of children's psychosocial problems will be examined. The emphasis will be on evaluating problems in psychosocial functioning within an ecological context and on utilizing knowledge from developmental theory and research to minimize or prevent their occurrence. Open to juniors and seniors. Prerequisites: PY 263 or permission of instructor.

*3 semester hours***PY 365 Engineering Psychology**

Engineering Psychology (Ergonomics; Human Factors Engineering) is an interdisciplinary field that attempts to optimize the relationship between technology and humans. Technology includes virtually any aspect of today's highly mechanized and computerized environments. Thus, while Engineering Psychologists (Human Factors Engineers) may frequently be found devising methods to maximize efficiency in person-machine systems, they are equally at home designing safe and efficient workplaces, homes, offices, or any other areas where humans must live and work. This requires integration of the many aspects of psychological science, especially Perception, Learning, Motivation, Cognition, Human Performance, and the like.

*3 semester hours*



**PY 396 Senior Seminar in Psychology**

Senior Seminar limited to 10 students. An in-depth analysis of one or more selected topics designed to integrate diversity of theories, perspectives, and courses. Students will present a number of situational papers reflecting critical evaluation of pros and cons on designated topics. Discussion material will originate from the current and available literature. Psychology majors; open to juniors and seniors. *3 semester hours*

**PY 397 Human Neuropsychology**

Brain damage provides us with a unique "window on the mind." Accordingly, the emphasis throughout this course will be on clinical and experimental findings in human subjects with selective and differentiable types of brain damage. Human neuropsychology combines and incorporates important areas of cognition, perception, memory, linguistics, and clinical psychology into a comprehensive and psychologically based approach to brain functioning. In addition, it is a profoundly practical and applied discipline, based upon real people with real psychological problems. Prerequisites: PY 101 or General Biology. *3 semester hours*

**PY 398 Independent Research**

This course provides a limited number of upper division students (usually seniors) the opportunity to participate in all aspects of an advanced research project. Students wishing to register for this course must first obtain the consent of the professor with whom they will work. Frequently a research proposal will be required prior to acceptance into this course, and early planning is essential. *4 semester hours*

**PY 399 Theories in Psychotherapy**

This course will explore similarities and differences across a wide range of psychotherapeutic endeavors by means of lectures, films, and tapes. Traditional psychoanalytic techniques and more recent innovations in behavior therapy, existential therapy, transactional analysis, and Gestalt therapy will be covered. Prerequisites: PY 251, 263. *3 semester hours*

**Interdisciplinary Course****ID 391 Neuroscience: Lecture and Laboratory**

This course will introduce students to important principles of nervous system structure and function. The basics of neuroanatomy will include a description of the human brain and spinal cord with a focus on the different neural structures evolving from the developing nervous system; viz., the medulla, pons, cerebellum, the mesencephalon, the diencephalon, the basal ganglia, the limbic system and the cerebral cortex. The basics of neurophysiology will include the cell membrane with its voltage-gated ion channels, graded potentials, action potentials, the mechanisms of transmitter release and postsynaptic activation. The overall aim is to provide students with a quantitative understanding of communication between nerve cells. A one-credit lab will be offered and will focus on the gross anatomy of the human brain and its internal structure. *4 semester hours*





---

 Department of

## Religious Studies

---

**Professors:** Benney, Humphrey, Lakeland, M. Lang, Thiel (*Chair*), Umansky (*Carl and Dorothy Bennett Chair in Judaic Studies*)

**Associate Professors:** Davidson, Harak, Schmidt

**Assistant Professor:** Dallavalle

**Lecturers:** Burns (*Emeritus*), Prosnit

The Religious Studies curriculum is designed as a critical but sympathetic inquiry into the religious dimension of human experience. After an introduction to the nature of religion and the methods employed in its study, the student can select from a variety of courses exploring specific religious themes — scripture, spirituality, ethics, the problem of faith, etc. The student, with or without a faith commitment, has the opportunity to acquire an informed appreciation of the motivations and values given expression in religious belief.

A student may take courses offered by the Religious Studies Department in the required “core curriculum,” as electives, or in a minor or major program in Religious Studies under the direction of a departmental advisor.

Three of the five courses required in Area III of the core curriculum, described on page 30 of this catalogue, may be taken in Religious Studies. Introduction to Religious Studies (RS 10) must be taken by all students; a second course of the student's choosing must be taken in Religious Studies. A third course may also be chosen in Religious Studies to complete the five course requirement of Area III. In addition, many students choose Religious Studies courses as electives in order to develop personal interests.

### The Major

The Religious Studies Department offers a major of 30 credits which include those credits earned to satisfy the requirements of the core curriculum. The major program, defined in consultation with a departmental advisor, is tailored to the individual's personal and academic interests. In a comprehensive program of studies, certain areas of concentration are possible such as Judeo-Christian history, religion and society, Christian theol-

ogy, scriptural studies, ethics, Roman Catholic studies, Asian religions, or critical studies. Under special conditions and when resources are available, the department offers the Religious Studies major the possibility of pursuing an independent study in his or her senior year.

### The Minor

A minor in Religious Studies consists of 15 credits which include those credits earned to satisfy the requirements of the core curriculum. Through consultation with a departmental adviser, the Religious Studies minor may structure a program of study that complements his or her major field of study.

Students interested in a minor, a major, or a double-major program should contact the Religious Studies Department Chair.

### Introductory

#### RS 10 Introduction to Religious Studies

This is an introduction to the study of the religious achievement of humanity. It considers the meaning and end of religion, its dimensions and functions in society and the individual. Employing the principles and methods of the humanities and social sciences, the course examines religious faith, values, and experience, as evidenced in the scriptures, traditions, doctrines, and histories of various religions. *3 semester hours*

### Historical Studies

#### RS 100 Introduction to Judaism

An examination of Jewish faith and community from the biblical period through the present. Particular attention will be given to the concepts of God, revelation, religious authority, divine election, and peoplehood; the celebration of holidays and observances; contemporary religious movements; and organizations and institutions that continue to support Jewish life.

*3 semester hours*

#### RS 101 History of the Jewish Experience\*

An examination of the origin and development of the Jewish religion. The course begins with the Hebrew Bible as the source of Judaism and follows its development to the modern era. This overview is meant as an introduction to the Jewish religion, its history, and development.

(formerly listed as RS 100)

*3 semester hours*

\*Sponsored in part by the Jewish Chautauqua Society.

**RS 102 Selected Topics in the Catholic Tradition**

An examination of particular themes, events, or individuals in the Catholic tradition with special regard for their historical contexts and the ways in which they contribute to the self-identity of the Catholic tradition. Study is based on the close reading of primary sources. The subject matter of the course changes from semester to semester. Students should consult the University Registrar's listing of new courses to determine the specific material treated when the course is offered.

(formerly listed as RS 101)

3 semester hours

**RS 105 The Reformation Era**

An examination of the religious reform of the 16th century. The course begins by probing the seeds of reform in the late scholastic tradition and in popular spirituality, and proceeds by tracing the development of the ideas and impact of the reformers: Luther, Zwingli, Calvin, Munzer, and Schwenckfeld. The course concludes with an investigation of the Roman Catholic response to reform in the events of the Council of Trent and the Counter-Reformation.

3 semester hours

**Theology****RS 112 The Problem of God**

An historical and theological examination of the Christian doctrine of God with special attention to the problematic aspects of the development of this doctrine through the ages. This development will be explored in biblical sources, patristics, medieval, Reformation and modern times. The course concludes with a consideration of the challenge of post-Enlightenment atheism and of the efforts of contemporary theologians to recast the classical conception of God.

3 semester hours

**RS 117 Developments in Christology**

A systematic treatment of the person and work of Jesus Christ. The course will examine different interpretations of the meaning of the Christ event from the scriptural sources to contemporary developments.

3 semester hours

**RS 118 Trinity and the Moral Life**

This course begins by tracing the development of the doctrine of the Trinity from reflections on biblical texts, to the earliest primitive formulations of the church, through various controversies and heresies, up to modern, more sophisticated theological statements on the nature of God. The second part of the course discusses how trinitarian belief makes a substantive difference in the modern believer's moral life: in the practices of prayer and mysticism, in the understanding of power and violence, and in the processes of personal and social transformation.

3 semester hours

**RS 120 Contemporary Christian Anthropology**

The study of this course rests on the premise that religion and culture create tools for thinking about what it means to be a self. It considers the value of process models for understanding Christian suppositions about the nature of the human person, and for investigating how human work and play, love and sexuality, and suffering and death contribute toward defining a Christian view of the self.

3 semester hours

**RS 122 Grace and the Christian Life**

This course develops a theology of the everyday life by examining the themes in the New Testament, early monasticism, the Middle Ages, and the Reformation. We will then survey current explorations of grace, holiness and the working life, drawing from the insights of psychology and gender studies and attending to concerns for economic and social justice.

3 semester hours

**RS 123 The Church**

A study of the development and present-day understanding of the idea of the Church in Roman Catholic theology. The course examines the roots of the concept in scripture and the earlier traditions of the Church, and presents a contemporary ecclesiology through a critical discussion of the First and Second Vatican Councils, and the writings of Hans Kung, Avery Dulles, and Juan-Luis Segundo.

3 semester hours

**RS 126 The Sacraments in Christian Life**

A theological investigation of the sacraments as the source of Christian character, involvement, and witness. The course proposes an anthropological theology as a basis for understanding faith and develops a process/model view of the Christian's relationship with God. The course presents the Eucharist as the focus of Christian self-awareness; Baptism, Confirmation, and Penance as sacraments of reconciliation. Special sacramental questions are also considered.

3 semester hours

**RS 132 Theology and the Problem of Culture**

A theological examination of the relationship between Christian faith and secular culture since the late 18th century. After exploring the Enlightenment criticism of Christianity, the course pursues an historical and constructive study of two divergent directions in modern theology: "cultural theology" and the "theology of culture." This typology will be investigated in the writings of Lessing, Schleiermacher, Barth, Bonhoeffer, and Metz; in the papal encyclicals of Pius X and John Paul II; and in the documents of Vatican I and II.

3 semester hours

**RS 135 Liberation Theology**

An analysis of contemporary theological movements which emphasize the relationship of religious faith and praxis to the sociopolitical realm. The course treats at length of the development of the Latin American theology of liberation, and examines its theological principles. The influence of this theological outlook on other Third World theologies, and on North American and European theological reflection is traced, and the course proceeds to a constructive proposal for a contemporary political theology.

3 semester hours

**RS 137 Feminist Theology**

An examination of some of the key issues being raised in religion by contemporary feminist thinkers. After a brief examination of the history of patriarchy in the Christian tradition and earlier responses by pre-modern feminists, the course considers issues such as feminist methodology, feminist perspectives on traditional Christian doctrines of God, creation, "anthropology," christology, and eschatology. The course concludes with a discussion of the nature of authority and an examination of a feminist theology.

3 semester hours



**RS 138 American Catholic Theologians**

A lecture/reading course designed to give the student insight into the modern development of Catholic theology in America and what makes it specifically "American." Discussion/analysis covers the work of Gustav Weigel, John Courtney Murray, George Tavard, Frank Sheed, Walter Burghardt, and Robley Whitson.

*3 semester hours*

**RS 144 Faith After the Holocaust**

An examination of the complexity and horror of the holocaust and its contemporary historical, moral, theological, and political implications. Was the attempted annihilation of European Jewry a historical aberration in German politics or did it represent an eruption of psychic, social, and religious malignancies embedded in Western civilization? Was the holocaust unique? Could it have been prevented? And, in light of the holocaust, what does it mean to speak of faith, either in God or in humanity?

*3 semester hours*

**Scriptural Studies****RS 150 Jewish Interpretations of Scriptures**

An exploration of ways in which Jews have understood the Hebrew Bible from the first centuries of the common era through today. Focusing on specific biblical texts, interpretations will be drawn from early classical, legal, and non-legal rabbinic material; medieval commentaries and codes; mystical literature; and modern literary, theological sources.

*3 semester hours*

**RS 151 The Hebrew Scriptures in****Jewish Context and Christian Interpretation**

A study of the way the Bible was written and how it was later interpreted within the differing contexts of Jewish and Christian communities. The religious perspectives of the major biblical units, Torah, Prophets and Writings, are investigated as they embody the themes that came to define both Judaism and Christianity.

*3 semester hours*

**RS 154 Prophets: Founders of the Judeo-Christian Tradition**

A study of the origins of the western view of God as separate from man and concerned with human affairs. Through a study of the prophets Amos, Hosea, Isaiah, Jeremiah and Ezekiel, the Judeo-Christian emphases on justice, love, and brotherhood are traced and significant connections between Jewish and Christian faith are appreciated.

*3 semester hours*

**RS 157 From Judaism to Christianity: A Socio-Literary Study**

The course explores Christianity's emergence from an evolving Judaism during an historical period when Greek influence was intense, factions struggled for ascendancy and new forms of literature captured the prevailing moods. Study begins with the Maccabean movement (167 B.C.E.) and traces the patterns of events and thought to the year 90 C.E. by examining the culture and distinctive literature of that period. The teach-

ings of Jesus and those who followed him, understood in this cultural context, are studied through the gospels they produced. Particular emphasis is given to the study of the gospel of Luke as reflective of a new openness to the gentiles of the contemporary Greco-Roman world.

*3 semester hours*

**RS 160 The Writings of Paul**

A study of the texts and recurring themes of the writings attributed to Paul. Particular emphasis will be on Paul's treatment of ethical situations, community, and religious experience.

*3 semester hours*

**RS 162 The Good News of the Gospels**

The Gospels of Matthew, Mark, Luke, John will be studied according to the methodology of redaction criticism. The theological positions of early Christianity as represented in each writer will be examined and compared.

*3 semester hours*

**RS 164 The Writings of John**

A study of the text of the gospel and epistles attributed to John. Particular emphasis will be placed upon the recurring themes in these writings, the distinctive view of Christianity they represent, and the development of early Christianity to which they witness.

*3 semester hours*

**RS 166 The Reinterpretation of the New Testament**

An introduction to the critical study of the New Testament in which the methodologies of literary form and redaction criticism will be explained. The varying titles for Jesus will be reviewed and compared with the original Jewish or Greek usage. The process of reinterpretation of Jesus in the New Testament will be reviewed.

*3 semester hours*

**Theological Ethics****RS 170 Theological Ethics: The Foundations of Virtue**

Ethicists have long realized that a right view of fundamental human experiences such as hope, despair, anger, love, and hate, i.e., the passions, is necessary for a proper understanding of moral character. This course initially presents a brief historical overview of various thinkers' reflections on these human qualities, drawing on scientific and philosophical investigations of affectivity. Building on this introductory material, the course considers the moral life from a theological perspective, discovering how theology attempts to define a framework for understanding the affective life's relation to virtue, and how attention to the affective life in turn profoundly influences theological anthropology.

*3 semester hours*

**RS 172 Contemporary Morality: Basic Questions**

A study of the fundamental concepts of moral theology in terms of the major emphases of contemporary Christian thought. Specific reference will be made to more significant current problems: conscience and law, freedom and obligation, personalistic and existential ethics, and the conflict of values in a pluralistic society.

*3 semester hours*



**RS 175 Contemporary Moral Problems**

A theological examination of current ethical issues, especially the pervasive problem of violence (just war theory and contemporary applications, pornography, the decline of civility), and the challenges of new technologies (the regulation of birth, euthanasia, computers and information-systems).

*3 semester hours*

**RS 176 The Morality of Marriage in Christian Perspective**

This course explores marital commitments by exploring the many phases of partnership – courtship, marriage, intimacy, parenting, death – and the specialized skills or virtues these phases require. The course will consider questions such as: What kinds of communities, especially faith communities, support marital commitments? What are the forces of society and culture that might threaten them? How might vices, such as physical or sexual abuse, alcoholism, and addiction, erode commitments? The course will conclude by assessing how virtuous families might promote peace and justice. Its goal will be to bring all our realizations into an integrated theological account of the moral project we call marriage.

*3 semester hours*

**RS 177 Nuclear Ethics**

This course applies critical and ethical thinking, from within the JudeoChristian tradition, to the modern problem of nuclear war, noting always points of dialogue with the ethical reflections of the “secular” world. Background for such reflection will be provided by studying the historical ancestry of today’s discussion in traditional just war theory. The body of the course will examine the military and negotiating terminology of the current nuclear debate and seek a reasoned and cogent position on the morality of nuclear war.

*3 semester hours*

**RS 180 Morality and Law**

A study of the relationship between law and morality, of rights and justice, with illustrative reference to special topics, e.g., racism, sexism, political, business, and communication ethics.

*3 semester hours*

**RS 181 Religious Values and Public Policy**

This course explores various understandings of religious values, the public policy process, and their interaction in American public life. While the course deals primarily with Catholic and Protestant religious traditions, it notes the contributions of other religious traditions to particular policy concerns. A central focus is on issues pertaining to the religion clauses of the First Amendment. To underscore the diverse connection between religious values and public policy, the course also considers wider issues of religion, personality and culture.

*3 semester hours*

**RS 182 Studies in Peace and Justice**

A study of the modern teachings of the Catholic Church on peace and justice; Christian/Humanist attitudes towards war; pacifism and the just war theory; and changes in global political and economic structures that seem necessary to ensure a peaceful and just world order.

*3 semester hours*

**Asian Religions****RS 187 Hinduism**

An introduction to the seminal texts, concepts and images of the major religious tradition of India. Topics include Vedic ritualism; Upanishadic mysticism; yoga meditation; the Bhagavad Gita; the caste system; Vedanta philosophy; the cults of Rama, Krishna, Shiva and the Goddess; and Gandhi’s philosophy of non-violent action. Hinduism will be viewed as an historical phenomenon, a formative influence on Indian culture and society, and a response to the human condition.

*3 semester hours*

**RS 188 Buddhism**

This course explores the Asian Buddhist tradition through a study of its doctrine, meditative practices, and ritual. Careful consideration will be given to the historical and cultural contexts which have influenced the formation of various schools of thought as ways to salvation.

*3 semester hours*

**RS 191 Religions of China and Japan**

An introduction to the religious traditions formative of Chinese and Japanese ways of thinking, including Confucianism, Taoism, Shinto, and various forms of Buddhism, especially Zen. Readings will include such classic texts as the I Ching, the Analects of Confucius, the Tao-te-ching, the Chuang Tzu, and selected Chinese and Japanese Zen works. The primary focus will be on the religious and philosophical ideas of the various traditions, though attention will also be given to their historical settings and their impact on Far Eastern art and culture.

*3 semester hours*

**RS 192 North Pacific Tribal Religion**

This course investigates the varieties of religious expression found in the hunter-gatherer and semi-pastoralist societies of the Northern Pacific Rim and the steppe areas adjacent to it – Siberia and the American Great Basin/Great Plains. Particular attention will be given to myths, hunting rituals, tribal rites of passage, renewal rituals, and the specific functions of religious objects. Shamanic structures, spirit communication, and visionary institutions will be explored in some depth. Modern transformations of tribal religion in these areas will also be discussed.

*3 semester hours*

**Critical Studies****RS 193 Religious Freedom and the Supreme Court**

This course explores the history and current status of church-state relations in American society. The following areas will be covered: the Founders’ problem of constructing and maintaining a secular federal government in a religious society; Protestant hegemony before the religious pluralism of the twentieth century; Supreme Court cases following the application of the First Amendment to the States in the 1940s; fundamentalism and the “creation science” controversy; the current impetus on the part of the Court to accommodate religion and on the part of religious groups to accept the consequences of religious pluralism; ellipses in the Court’s interpretation of the separation of religion and government.

*3 semester hours*

**RS 194 Religion and Psychology**

This course examines topics of concern to the fields of both Psychology and Religious Studies, such as the formation of a personal and communal identity, alienation and guilt, individuality and change, dependence and freedom. The study considers how psychological understandings interact with personal religious beliefs to form patterns of meaning for the individual.

*3 semester hours*

**RS 198 Religious Values in Film**

The focus of this course is the search for meaning in human life as experienced and depicted in twelve films by distinguished filmmakers. The first six mirror this search in personal life. In various ways they ask whether we are isolated and alone or linked and dependent on others; they grapple with the problem of evil and the experience of salvation. The second six are chiefly concerned with the meaning of life in society. In different historical contexts they ask whether the universe is indifferent or friendly to our community-building; they raise the problem of God and the religious significance of secular achievement.

*3 semester hours*

**RS 199 The Classic: Truth in Religion and the Arts**

This course examines the idea of the classic as a model for establishing relationships between religious language on the one hand, and poetic discourse and artistic expression on the other. What truth do they lay claim to, and how do they embody it? The course proceeds by way of a comparison of "secular" and "religious" classics to an investigation of the value of the model of the classic in the process of doing theology.

*3 semester hours*

**RS 220 Non-Traditional American Churches\***

This course begins with a critical inquiry into the nature of religion in America and the history that led to the constitutional guarantee of religious freedom. The student is required to develop and defend criteria to evaluate nontraditional forms of "church" that have resulted from this freedom. After reviewing the origin, history and beliefs of the major non-traditional churches established by Americans, the course explores the development of American Evangelism and its impact on modern society through the "Electronic Church."

*3 semester hours*

**RS 221 Non-Traditional American Religious Groups\***

The objective of this course is to develop a critical sense regarding the nature of religion as experienced in pluralistic America. The course investigates a number of groups that illustrate the diversity of religious experience in America: "The Mighty I Am," "Jonestown," "Morningland," and "Theosophy" are examples. Students are required to formulate criteria for judging the authenticity of religious movements through an analysis of these examples.

*3 semester hours*

**Special Projects****RS 260 Religious Studies Seminar**

This seminar is an in-depth investigation of a significant figure, issue, or problem in religious studies. Enrollment in the seminar requires the permission of the instructor.

*3 semester hours*

**RS 301 Independent Study**

This program of study is defined by the student in consultation with a director from the department.

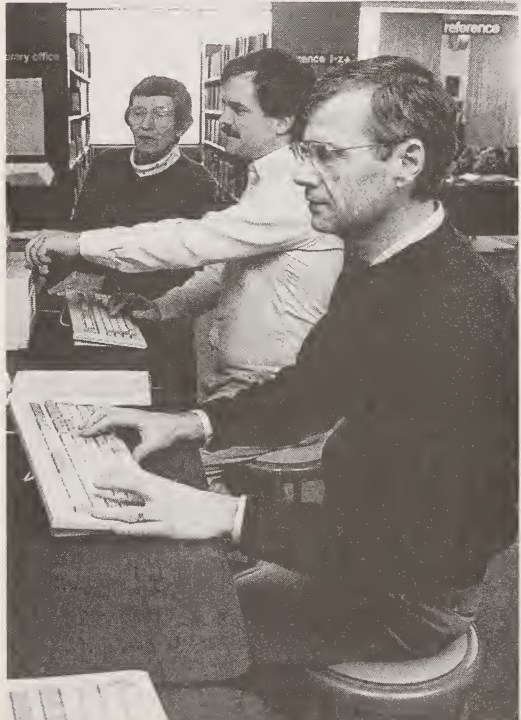
*3 semester hours*

**RS 310 Major Seminar**

This seminar is an in-depth investigation of a significant figure, issue, or problem in religious studies, designed for students majoring in the discipline.

*3 semester hours*

\* Either RS 220 or RS 221 may be taken to fulfill the core requirement in Religious Studies, but not both.





Program in

## Russian and East European Studies

**Director:** McFadden (*History*)

**Faculty Working Group:** Chepaitis (*Information Systems*); Eliasoph (*Art History*); Garvey (*Comp. Lit.*); Stepanova (*Russian*); Shillea (*Music*); Dew (*Politics*); Nedela (*Communication*); Buss (*Economics*); Nantz (*Economics*); Ryba (*Business Law*); Hlawitschka (*Finance*); Koutmos (*Finance*); Tucker (*Finance*)

The end of the Cold War, along with the collapse of the Soviet Union and communist regimes in Eastern Europe, offers a unique opportunity to take a fresh look at an old field; Russian and East European area studies. Formerly caught within the framework of the Cold War, new societies are emerging, struggling to come to grips with their pasts and forging their own unique futures.

The Russian and East European Studies Minor is an interdisciplinary program developed jointly by the College of Arts and Sciences and the School of Business, offering students an opportunity, from a base major either in International Studies or one of the disciplines, to develop a focus on this dynamic area of the world. Eighteen credits (6 3-credit courses) are required for the minor. Five of these courses must be chosen from courses exclusively or substantially concerned with Russia and/or Eastern Europe, from a range seven different disciplines. At least three different disciplines must be represented. The final course, required of all minors in their senior year, will be an interdisciplinary capstone seminar for seniors, "Current Topics in Russia and Eastern Europe," which will be team-taught by a rotating group of faculty from several disciplines.

Independent Study and internships are encouraged, and can be substituted for any course with the approval of appropriate faculty and the Director of the Program. All students are also encouraged to apply for a junior semester or year abroad in Russia or Eastern Europe, from a wide range of affiliated programs, including the American Collegiate Consortium (Middlebury) with 20 sites, the Boston University Moscow internship program, and the Consortium on International Educational Exchange (CIEE), St. Petersburg language and culture program. Up to 5 scholarships per year will be available for such study, from the PepsiCo Russian Studies program grant.

### Courses offerings:

#### Russian Language

- RU 11 Basic Russian I
- RU 12 Basic Russian II
- RU 101 Intermediate Russian I
- RU 102 Intermediate Russian II

#### History

- HI 275 Russian's Road to Revolution, 1689-1917
- HI 356 History of the Cold War (Seminar)
- HI 384 Soviet Politics and Society, 1917-1991

#### Fine Arts

- AH 191 Art and Mythologies of Nazi Germany, Fascist Italy, and Bolshevik Russia
- MU 183 19th Century Romanticism in Music (Russian emphasis)

#### Finance

- FI 397 Seminar in Finance:  
Investing in the Former Soviet Union

#### Politics

- PO 248 Central and East European Politics
- PO 349 Russia Seminar

#### English (Comparative Literature)

- EN 366 20th Century Russian Novel
- EN 373 The Russian Novel and Western Literatures

### RES 310 Capstone Seminar:

#### Current Topics in Russia and Eastern Europe

This interdisciplinary seminar, team taught by faculty from different disciplines, will focus on current and changing developments in Russia or Eastern Europe and will cover culture, politics, business, and economics, enabling students to integrate their different disciplines in a case-study format. Both oral and written assignments will be required, in addition to a special seminar project, designed by the student in close consultation with the instructors. Open to seniors only.

3 semester hours



---

 Department of

## Sociology and Anthropology

---

**Professors:** Anderson, Hodgson

**Associate Professors:** Fay, Schlichting (*Chair*)

**Assistant Professors:** Murphy, Rodrigues

**Lecturers:** Penczer, Procino

Sociology is the scientific study of human society and social behavior. It seeks to understand why individuals form groups and how membership in groups influences the individual's behavior. Why do human beings form families? Why do the rich act, and even think, differently from the poor? What makes some people break social rules and others obey them? What holds societies together? Why do all societies change over time? These are questions which sociologists ponder.

Students majoring in Sociology at Fairfield University begin their study by taking several fundamental courses which provide them with an understanding of the basic concepts and methodology of the field. The student builds on this foundation by selecting from a wide variety of elective courses. Each student is carefully and individually advised throughout his or her stay at Fairfield. The faculty strives to clarify career goals and to put together a concentration of courses and experiences that will ensure for the student intellectual fulfillment and a viable career.



All sociology majors and minors are urged to consult with the Chair and other members of the Sociology Department in planning their academic programs. This is especially important in coordinating particular course concentrations most suitable for individual career goals.

### **Requirements for the Major**

Sociology majors take a minimum of 30 credits in Sociology, including six required courses: SO 11, SO 112, SO 121, SO 222, SO 328, and SO 329.

### **Requirements for the Minor**

Sociology minors take a minimum of 18 credits in Sociology, including two required courses: SO 11, and a choice of either SO 222 or 328.

### **Internships**

If an internship is taken (for three or six credits), the internship is in addition to the basic requirements of the major or minor.

### **Sociology and Non-Majors**

All Sociology courses, except SO 222, 279, 328, 329, and Field Work Placement (SO 397-398), are open to all students without prerequisite.

### **Course Numberings**

Course numberings have been changed from the previous catalogue, and where this has happened it is so indicated. Courses listed here are not open to students with credit for the old number. Also, students taking sociology courses cross-listed in other departments should be alert to course number changes.

### **SO 11 General Sociology**

An introductory analysis of the social nature of man and the forms of social behavior; the structure and function of social organizations and social systems. Particular application of these principles to human society. *3 semester hours*

### **SO 112 American Society**

This course analyzes the dominant ideology and values which have shaped American culture — namely, the Protestant Ethic — and how and why these values are changing. This is followed by an analysis of major institutional trends that have transformed and continue to transform America and the modern world: bureaucratization, industrialization, urbanization, the rise of the business corporation, science, and technology — and the effects of these institutions in producing new personality types, mass society, and rapid social change. Purpose of the course is to provide a macro-sociological framework. *3 semester hours*

**SO 121 Statistics: Social and Political Data Analysis**

This course is designed to provide a basic introduction to the role of statistical analysis in understanding social and political data. Emphasis is placed upon actual data analysis using the University's computer facilities. An extensive social and political data archive including 1980 Census data, political polls, and national survey data are utilized for computer analysis.

4 semester hours

**SO 141 Childhood and Socialization**

The material to be covered in this course includes: an examination of the social meaning of childhood and the social role of the child in various societies; issues confronting societies, and American society in particular, around the socialization of children; family and peers as socializers of children; schools and mass media as socializers of children; and later socialization: adult socialization and resocialization. (Formerly listed as SO 131).

3 semester hours

**SO 142 Sociology of the Family**

The family is a basic social institution of all societies. The course will begin by examining family systems as they exist in other cultures and in times past. However, the central focus of the course will be on understanding the contemporary American family system. American patterns of dating, mate selection, sexual behavior, marriage, parenting, and aging will be examined as well as alternative life styles and family instability. (Formerly listed as SO 132).

3 semester hours

**SO 149 Abnormal Family Interaction**

This course is an attempt to integrate traditional sociological views of the family with the family therapy perspective that emerged from psychiatry in the 1950s. It will examine the roots of behavioral and psychological dysfunction in the history and interaction of the family. The course will focus on: (1) marital conflict and divorce; (2) alcoholism, depression, and other individual symptoms; and (3) problems with children. (Formerly listed as SO 133).

3 semester hours

**SO 151 Sociology of Religion**

A combined theoretical and empirical treatment of the sociology of religion. The character of religious institutions. The relations of religious institutions with other institutions in society. The internal social structure of religious institutions. Particular attention will be given to the process of secularization in the modern world and the crisis this poses for traditional religion.

3 semester hours

**SO 153 Business and Society**

The course examines the role of business historically in the shaping of American culture and society. Specific areas dealt with are the values of American businessmen, the social organization of business, the concept of the corporation, the effects of business on other institutions in society such as education. The increasingly complex relationship between business and the state is examined with special attention to the growth of government regulation, and public debate over the social responsibility of business.

3 semester hours

**SO 154 Sociology of Sport**

This course examines sport as a microcosm of the larger society — as a growing institution much entwined with the economy, religion, family, and politics. Several topics to be discussed are fan behavior, racism in sport, the female athlete, "corporate" sport, the hero phenomenon, and magic in sport. A major theme of the course is that sport is a reflection of the American value system.

3 semester hours

**SO 161 American Class Structure**

The study of social inequality as a central fact of all social life: some attention is given to comparisons among various societies, but the course's focus is on the American class structures. Likewise, although methodological issues are dealt with, theoretical problems receive the greatest emphasis.

(Formerly listed as SO 141).

3 semester hours

**SO 162 Race and Ethnic Relations**

An analysis of sociological and social psychological dimensions of race relations and ethnic interaction. While the focus of the course will be on the American scene, problems of race relations in other parts of the world will also be examined along with their importance for world politics. What sociologists and social psychologists have learned about improving race relations will be considered.

(Formerly listed as SO 142).

3 semester hours





**SO 163 Urban/Suburban Sociology**

"The nature of the city" and growth of metropolitan regions in the contemporary world. The ecological approach and the use of demographic data in the analysis of modern urban communities. Social organization of metropolitan regions and the emergence of urban-suburban conflict. "Big city" politics, community-control, and regional government as dimensions of organization and disorganization in city life. City planning and urban development at local and national levels as efforts to solve the urban crisis. (Formerly listed as SO 161).

3 semester hours

**SO 169 Women: Work and Sport**

Sex and gender stratification exists in most areas of everyday life throughout American society. This course concentrates on women in the workplace and in sport. Women's occupational status and the accompanying roles from the colonial period to the present are analyzed from a variety of theoretical perspectives including the biological, social learning and feminist approaches. Since sport is a microcosm of society, the perceptions and experiences of female athletes in twentieth century America are treated as a mirror of the inequality within the larger world. (Formerly listed as SO 137).

3 semester hours

**SO 171 Criminology**

This course examines the origin, causes, and history of crime. It also explores victimless crime, white-collar crime, and organized crime. The control of crime and the agencies of control are also examined as well as the techniques of punishment and rehabilitation. (Formerly listed as SO 173).

3 semester hours

**SO 175 Sociology of Law**

The basis of this course is the relationship of law and society. Several issues to be explored are the meaning of law, civil disobedience and other challenges, and law as an agent of social change. A major theme of the course is legal equality vs. social inequality — a theme to be analyzed in terms of discrimination against the poor, women, and various racial groups. The second half of the semester is devoted to a discussion of the role of lawyers, the police, and the courts in American society. (Formerly listed as SO 171).

3 semester hours

**SO 183 Public Opinion and Polling**

The course will examine the construction and utilization of public opinion surveys. The impact upon the American political process will be explored. The question of the role of public opinion in a democratic system of government will also be examined in detail. Archive data drawn from private polls, the Gallup and Harris polls will be utilized to illustrate the polling process and as a background to the substantive issues which will be discussed. (Formerly listed as SO 123).

3 semester hours

**SO 184 Demography**

Demography is the study of population. The causes and consequences of population change will be studied in detail. Global population problems and those faced by the United States will be addressed. Real demographic data will be analyzed in a "hands-on" fashion during weekly demographic techniques sessions. (Formerly listed as SO 124).

3 semester hours

**SO 191 Social Change in Developing Nations**

This course will examine the major societal changes occurring in developing countries during the 20th century. Answers will be sought to two basic questions: to what extent are the current efforts of Third World nations to modernize comparable to the earlier experience of the United States and Western Europe? How do existing inequalities and dependencies between developed countries and Third World nations affect their chances of modernizing?

(Formerly listed as SO 181).

3 semester hours

**SO 192-193 Social Work I and II**

An examination of the field of social work; its concepts, methods, and changing role in present day society; a related explanation of community resources, and how agencies function and change to meet the problems from early childhood to those of the aged, upheavals in family life, and special problems presented by urban living.

(Formerly listed as SO 191-192).

6 semester hours

**SO 222 Methods of Research Design**

A study of the nature and function of the scientific methods as applied to the field of sociology. Emphasis is placed upon survey research design and secondary analysis of existing data. Teams of students design and conduct research projects as part of the course assignments. Prerequisite: SO 11.

(Formerly listed as SO 122).

4 semester hours

**SO 279 Seminar: Criminal Justice System**

This seminar explores in detail the workings and problems of the criminal justice system in the United States. In addition to investigating the sources of criminal behavior, the course focuses on the arraignment process, probation, the trial, sentencing, prison reform, and parole. Site visits supplement lectures and discussion. Prerequisite: SO 171.

(Formerly listed as SO 174).

3 semester hours

**SO 328 Sociological Theory I**

A study of the classical theorists in sociology, with special emphasis on Marx, Durkheim, and Weber. Prerequisite: SO 11.

(Formerly listed as SO 128).

3 semester hours

**SO 329 Sociological Theory II**

A study of contemporary theorists, with emphasis on Symbolic Interaction, Functionalism, Critical Sociology, and Exchange Theory. Prerequisite: SO 11.

(Formerly listed as SO 129).

3 semester hours

**SO 397-398 Field Work Placement**

A one- or two-semester internship program. Students are placed in professional and service settings where they work under supervision and acquire experience in the area they have chosen for their placement. In addition, they are helped to integrate their experiences with the intellectual foundation acquired in their academic courses.

(Formerly listed as SO 201-202).

3 or 6 semester hours



**SO 399 Independent Research**

Upon the request of a student, and by agreement of an individual professor in the department, a student may do a one semester independent study on a defined research topic or field of study. *3 semester hours*

**AY 110 Physical Anthropology and Archeology**

Human life is part of a continuum with the rest of life on earth, and human beings are highly-specialized primates with a four-million year past. A study of natural selection, primate evolution and living primate societies establishes a base line from which to understand the evolutionary development of the human species. The course traces human evolution from the first ape-like people to modern *Homo sapiens*, and then explores human cultural and social development from the foraging bands of our earliest ancestors to the civilizations that emerged at the dawn of written history. Physical variation among living populations is also studied. *3 semester hours*

**AY 111 Cultural Anthropology**

Why is there such variety among human societies in the way their members live, dress, speak, behave toward one another, and worship? This course explores the shared patterns of thought, behavior, and feelings – that is, the cultures – of a number of peoples, and offers an explanation for the form they take and the differences between them. A primary goal is to develop a new perspective on the values and institutions of Western culture. *3 semester hours*

**AY 168 Women and Men:****The Anthropology of Gender**

Through a comparison of selected Asian, Middle Eastern, African, and Native American societies, this course will explore the ways that culture can mold the biological facts of sexual difference into socially accepted behavior, creating two, and sometimes more, genders. Topics will include the allocation of work, power, and prestige between men and women, the belief systems that legitimate gender roles, and some possible causes for the wide variation that exists among cultures. *3 semester hours*

**AY 190 Societies and Cultures of East Asia**

This course is a survey of social and cultural patterns in the East Asian societies of China, Japan and Korea. The lectures and readings are designed to provide an overview of the shared traditions and cultural histories of the region, and to explore the specific local-level circumstances that make each society unique. The class will analyze contemporary ethnographies and other works that describe the relationships in each cultural tradition among several domains, including: family, marriage and kinship; ecology, economics and politics; community organization and stratification; religion and cosmology; social change and modernization. *3 semester hours*

**Spanish**

*(See Modern Languages and Literatures)*

**Theatre**

*(See Fine Arts)*

---

Program in  
**Women's Studies**

---

**Director:** Yanni (*Communication*)

**Liaison Faculty:** L. Katz (*Business Law*); Ryan, Wills, Yanni (*Communication*); Nantz (*Economics*); Bowen, Garvey, O'Driscoll, M. Regan (*English*); Hohl (*History*); Garcia-Devesa (*Modern Languages*); Weeks (*Politics*); Primavera (*Psychology*); Dallavalle (*Religious Studies*); Rodrigues (*Sociology*)

Women's Studies is an interdisciplinary program that focuses on two levels of inquiry, the theoretical and the experiential. Women's Studies demonstrates the ways in which cultural assumptions about gender influence the development of personal identity and public roles that consequently affect all social and political structures. By examining women's contributions in such fields as social science, natural science, fine arts, and literature, the goal of the Women's Studies minor is to explore the lived experience of women of all cultures and socioeconomic backgrounds. The program allows women and men students to focus on issues of diversity and alternative perspectives.

The 18-credit minor in Women's Studies requires completion of:

1. Introduction to Women's Studies, WS 101.
2. Five additional courses, three of which must be gender-focused, and two others, which may be gender-focused or gender-component courses.

The five courses must be chosen from both the humanities and the social sciences. At least one of the five courses must deal with issues of race, class and ethnicity as well as gender. The remaining four electives must be chosen from both the humanities and the social sciences.

A list of gender-focused and gender-component courses is available from the Program Directors.

Courses taken to fulfill Arts and Sciences core requirements may be used to fulfill major requirements with the permission of the major department.

**WS 101 Introduction to Women's Studies**

This interdisciplinary course surveys major developments in feminist thinking over the past 20 years. It introduces students to a feminist critique of social and political institutions, raising questions about issues of race, ethnicity, religion, sexuality, and socio-economic status and how they intersect with gender. The approaches to these issues have been dynamic: the analysis produced has in turn affected, and continues to affect, an evolving feminist theory. Students will also examine the crucial issue of the social and psychological construction of gender.

*3 semester hours*





---

# **SCHOOL OF BUSINESS**

---

*Opposite Page: Dr. Russell P. Boisjoly, dean of the School of Business*

# School of Business

**Dean:** Russell P. Boisjoly

**Associate Dean:** Walter G. Ryba, Jr.

**Professors:** Boisjoly, Conine<sup>2</sup>, DeMichiell<sup>3</sup>, Jensen, L. Katz, Mainiero, Martin, Ryba

**Associate Professors:** Bhalla<sup>6</sup>, Cavallo, Chepaitis, Hlawitschka, L. Katz, Koutmos, McEvoy, Mohan<sup>5</sup>, Schmidt, Tromley, Tucker

**Assistant Professors:** Bradford, Caster, Cavanaugh, Chatterjee, Chaudhuri, Ducoffe, Kenney, Kravet, Lyngaas, Peck<sup>1</sup>, Scheraga, Tyler<sup>4</sup>, Zigarelli

**Visiting Associate Professor:** Wysocki

**Lecturers:** Cook, Ford, Holland, Lewis, Maccarone, Tellis

<sup>1</sup> Area Coordinator of Accounting

<sup>2</sup> Area Coordinator of Finance

<sup>3</sup> Area Coordinator of Information Systems

<sup>4</sup> Area Coordinator of Management; Supervisor of Internship Programs

<sup>5</sup> Area Coordinator of Marketing

<sup>6</sup> Co-Director, International Studies

Students in the School of Business take the general education core curriculum required of all undergraduate students, thus ensuring their receiving a broad knowledge of the humanities, mathematics, social sciences, and natural sciences. In addition, students take a business core curriculum of subjects which provide an introduction to the fields of accounting, statistics, legal environment of business, business ethics, computer-based information systems, as well as a unique, three-course sequence emphasizing the important elements and the interdisciplinary relationships of organizational behavior, production and operations, finance, marketing and international business with emphasis on policy and strategic development, particularly in the international setting. The courses create an understanding of the interrelationships of the functional areas in the management of the firm.

The balance of the program will depend on the major — accounting, finance, information systems, management, marketing, or international business in the International Studies program — but in every case, it will be a tailor-made program designed jointly by the student and a faculty advisor. Minors are available to all students in the

University in: finance, information systems, management, marketing, international business, business law and ethics, and operations management. All members of the business faculty are people of substantial business experience, which makes them invaluable guides in the choice of a course of study that will further the student's specific career goals. The combination of the general education and business cores with the courses within the major areas of study facilitate the student's development of a flexibility of mind which is an invaluable asset for the executive.

Students are motivated to continue to grow intellectually and to be prepared for graduate study. A broad perspective of society and the proper role of business based upon an appropriate set of moral values is emphasized. In consultation with faculty, each student follows an approved curriculum which reflects an integrated approach to the study of modern management as well as the student's own career objectives.

Students may transfer from the College of Arts and Sciences, School of Nursing, or School of Continuing Education into the School of Business if their overall grade point average is 2.50 or better.

## Major Areas of Study

### *Accounting*

Accounting majors will take those courses that will qualify them to take the Certified Public Accountant (CPA) examination. They also may take courses appropriate for careers in private accounting, internal auditing, government and not-for-profit accounting. Many students find that undergraduate studies in accounting are excellent preparation for a wide range of corporate positions.

### *Finance*

Finance majors will study both the theory and practice of financial management. Additionally, they will analyze actual case histories of the financial operations of several different companies. The courses included in this major area prepare students to enter into financial management positions with either corporate or governmental organizations.

### *Information Systems*

Information Systems majors will study, in this computer-based program, the analysis, design, development, and management of information systems in organizations. They will develop an understanding of the needs of information, its use in the decision making process, and the procedures by which information is provided to management.

This is a limited enrollment program. Transfer students, students admitted as undeclared, or those wishing to change their major may be accepted into it on a competitive basis as space is available.

#### *International Studies-International Business*

International Business majors will study the global business environment emphasizing the multinational organizations, economic and political systems, socio-cultural structures and diversities that have operational significance for international business. Students majoring in International Business will be part of the International Studies Program but be enrolled in the School of Business and must complete all School of Business requirements as well as International Studies requirements.

#### *Management*

Management majors will study both the theory and the practice of management. Emphasis is given to the nature of the management function and to the behavioral, social, and environmental factors which influence effective organization and managerial performance. Research efforts in the field are examined to develop fundamental principles and concepts which can serve as a rational basis for managerial action.

#### *Marketing*

Marketing majors will study both the theory and practice of the flow of goods and services from producer to consumer. In a sense, it is the most humanistic of the business majors; it requires students to understand consumer behavior, the motivation of sales personnel, the impact of advertising and communication on the potential consumer, the characteristics of consumers, the cultures involved in international marketing, and market research techniques.

### **Minor Areas of Study**

In addition to the six major areas of study, minors are available in the following areas to all students in the School of Business.

It is the student's responsibility to complete the proper University form to enroll in a minor, and to make sure that appropriate copies of the form are filed in both the Dean's office and the University Registrar's office. The form is available from the advisor for the minor area of study.

The completion of the minor is subject to the availability of the courses selected.

#### *Business Law, Regulation and Ethics*

The minor in business law, regulation and ethics is designed to offer students a foundation in law and regulation as well as ethics applied to the business sector to better understand the social responsibility of business and the interdependent nature of business and society.

#### *Finance*

The minor in finance is designed to offer students the opportunity to complement their major by studying financial theory and its application to decision-making. The investment and financing decisions of organizations are emphasized.

#### *Information Systems*

The minor in information systems is designed to prepare students for careers requiring some entry-level orientation to business applications, computer programming, and systems design or for positions placing emphasis on systems analysis and project management. The minor complements all major areas within the School by providing students the opportunity to study business operations from a computer-based perspective.

#### *Management*

The minor in management is designed to offer students in the non-management disciplines an opportunity to examine some of the theories, principles, and issues that will influence their growth and development as managers in their chosen fields.

#### *Marketing*

This minor is designed to provide the student with a basic foundation in marketing by exposing him or her to the functions that constitute the marketing discipline, including product distribution techniques, consumer behavior and production activities.

#### *International Studies-International Business*

The minor in international business is designed to prepare students for careers in multinational enterprises, international banking and accounting firms, and trading houses.

Courses taken in the minor are offered within the International Studies Program. (The designation "international business" refers to the program of students enrolled in the School of Business, and International Studies.)

#### *Operations Management*

The minor in operations management will focus on its central role of technical and functional skills in the operation of the business unit to produce quality products and services in a global environment.



## Honors Program

The School of Business participates in the University Honors Program (described earlier under "Curricula") for those undergraduates who have distinguished themselves in their studies. Successful completion of the Honors Program is recorded on the graduating student's transcript.

## Internship Program

Another feature of the School of Business is the optional internship for qualified students. These internships are undertaken for credit, and sometimes for pay. The student's progress is monitored by both an on-the-job supervisor and a faculty member. Students interested in internships should discuss arrangements as early as possible with the Supervisor of Internship Programs. The presence of a large number of corporate offices in the Fairfield area provides highly unusual and rewarding opportunities for internships. Students must have an overall quality point average of 2.50 or above to qualify for the internship program.

## School Activities/Programs

Complementing the School of Business' traditional pedagogical mission are a series of diverse and distinctive programs that serve to enrich both the University community and its various constituencies:

- Through the generosity of the John M. Olin Foundation, the John M. Olin Fellowships/Papers Program was established at the School of Business. Olin Fellows are selected from among distinguished leaders of the American economic system and are invited to address University faculty, students and guests on issues affecting the future of that system. The lectures delivered under the Program are subsequently published as the John M. Olin Papers.
- The distinguished Executive Lecture Series brings to the classroom setting leaders from the corporate or financial communities who address students on a specific topic related to the subject matter within an identified major area of study within the School. The unique perspective that business practitioners can bring to the academic environment is a welcome and valuable element to a student's business education.
- The Committee on Developing American Capitalism, which sponsors each year an in-depth symposium concerning a specific aspect of the American economic system, is domiciled on the Fairfield University campus; the School of Business has played an integral role in its evolution. Formed by a non-partisan group from business, labor, economics, academia, and other professions, many of these individuals having policy-level experience, the Committee endeavors to scrutinize closely the nation's unique economic and political systems and makes substantive proposals on major economic and social issues.
- The Fairfield Business Review is published by the School and includes the Olin Papers, lectures of the distinguished executive lecturers, position papers by corporate leaders, and economic analyses of the State of Connecticut and the Fairfield region.

## U.S. Naval Reserve Direct Commissioning Program

Fairfield University students majoring in the business disciplines (accounting, finance, information systems, management, and marketing) or economics, who have maintained a minimum 3.0 average and meet other criteria may be eligible to receive a direct commission as an Ensign, Supply Corps, United States Naval Reserve (Inactive) upon graduation. Successful applicants incur no active duty obligation other than annual two-week training periods, initially held at The Navy Supply Corps School in Athens, Ga. No drills or classes are required prior to commissioning. Further information is available from the Dean of the School of Business.

# Curricula

The curricula in the six major areas of business study — accounting, finance, information systems, international studies-international business, management, marketing — consist of five parts: (1) general education core curriculum courses, (2) business core courses, (3) business major requirements, (4) business electives, and (5) free electives.

Each business major must schedule, through the office of the Dean, a program conference with a faculty advisor in his or her major area of business study. The faculty advisor will prepare a detailed list of requirements which are to be completed, making appropriate choices from the list of available elective courses. It is anticipated that the faculty advisor will, where appropriate, develop a student program which will permit choosing courses from related majors in the School of Business as well as appropriate specific courses in the nonbusiness area. Such conferences should be scheduled early in their first semester for entering freshmen. Transfer students must schedule a program conference prior to beginning their studies at Fairfield.

The general education core curriculum component includes approximately one-half of the total number of courses to be completed for the Bachelor of Science degree in business.

For students entering the School of Business either as freshmen or as transfer students, the requirements for graduation with the B.S. degree in the business majors are as follows:

## All Business majors beginning with the Class of 1997\*

General Education	
Core Curriculum Requirements	60
Business Core Requirements	27
Courses in the Major Field	18
Business Electives	6
Free Electives	12
<b>Total required credits</b>	<b>123</b>

\* For all business majors graduating in the Class of 1996, the requirements you are subject to are those stated in the Undergraduate Catalogue for 1993-94. You should meet with your faculty advisor to assure compliance with those requirements.

## General Education Core Curriculum

The general education core curriculum provides a truly liberal education, drawing upon five major areas of knowledge. For each of these five areas of competency, a number of courses must be selected as follows:

### Area I: Mathematics and Natural Sciences

- (1) 2 semesters of mathematics. For business majors, MA 15 and 19 (Finite Mathematics and Introduction to Calculus).
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences fulfill this requirement.

NOTE: PS 70, Computers in Contemporary Society, does **not** satisfy the science core requirement.

### Area II: History and Social Science

- (1) 2 semesters of history. HI 30 plus one intermediate-level course. Also available as an option in this area is CL 115-116 (Greek and Roman Civilization).
- (2) For business majors, EC 11 (Introduction to Microeconomics), and EC 12 (Introduction to Macroeconomics). These courses satisfy the micro- and macroeconomics requirements of the business core.

### Area III: Philosophy and Religious Studies

- (1) 2 semesters of philosophy. PH 10 is required.
- (2) 2 semesters of religious studies. RS 10 is required.
- (3) For business majors, one additional approved course in philosophy, religious studies, or the applied ethics program. An approved course from the applied ethics program will satisfy the business ethics requirement of the business core.

### Area IV: English and Fine Arts

- (1) 3 semesters of English. EN 11-12 are required. The third course may be selected from any of the English offerings which have a number designation of 200 or over. Also available as options in this area are courses offering classical literature in translation. (See listings under Greek and Roman Studies Program.)
- (2) 2 semesters of fine arts. One semester must be in the area of art history, music history, theatre history, or film history.

### Area V: Modern and Classical Languages

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the modern languages department or the Greek and Roman Studies program.

## Business Core Requirements\*

\* For all business majors graduating in the Class of 1996, the Business Core requirements and Major requirements are stated in the Undergraduate Catalogue for 1993-94. You should meet with your faculty advisor to assure compliance with those requirements.

### Beginning with the Class of 1997

	Credits
<sup>1</sup> Principles of Accounting (AC 11-12)	6
<sup>1</sup> Introduction to Computer-Based Information Systems (IS 12)	3
<sup>2</sup> Business Statistics (QA 11)	3
<sup>2</sup> Legal Environment of Business (BU 11)	3
<sup>2</sup> Business Decision Making (BU 100)	4
<sup>2</sup> Creating a Competitive Advantage (BU 200)	4
<sup>3</sup> Business Strategy in a Global Environment (BU 300)	4
<sup>2</sup> Micro- and Macroeconomics (EC 11-12)	(6)
<sup>4</sup> Business Ethics	(3)
	<hr/> 27

<sup>1</sup> This course should be completed in the student's Freshman year.

<sup>2</sup> These courses should be completed by the student's sophomore year.

<sup>3</sup> This course may not be taken until the senior year.

<sup>4</sup> This course may not be taken until the junior year.

Bracketed credits, for micro- and macroeconomics and for business ethics, are not included in the cumulative business core credits; these courses satisfy the appropriate General Education Core requirements.

## Business Major Requirements

Each of the six majors in the School of Business has its own major requirements.

### Bachelor of Science

(Major in Accounting)

AC 203, 204, 310, 320, 330, 343 or 345.

Students majoring in Accounting must complete their course work in the major with a minimum quality point average of 2.50.

### Bachelor of Science

(Major in Finance)

FI 210, 215, 330, 200 or 220 or 240 or 310 or 315, AC 203, 204.

#### Note Regarding double majors in accounting and finance:

AC 203 and AC 204 are required for both majors. Therefore, students double majoring in Accounting and Finance must take two (2) additional courses in Accounting and/or Finance which are selected in consultation with both Area Coordinators.

### Bachelor of Science

(Major in Information Systems)

IS 230, 310, 395.

Three courses from any IS electives or QA 210.

### Bachelor of Science

(Major in International Studies-International Business)

IL 100, 110, 210, 220, 250, and capstone course IL 300.

Fifteen credits of electives, including 9 credits in International Business courses and 6 credits from specified course list in the College of Arts & Sciences.

### Bachelor of Science

(Major in Management)

MG 215, 220, 230, 300.

Two courses from MG 310, 330, 350, 355, BU 320.



## Bachelor of Science

(Major in Marketing)

MK 200, 210, 225, 240, 320.

One course from MK 300, 330, 350, 360, 370.

## Business Electives

Each of the majors in the School of Business requires the completion of two business elective courses of 6 credits. These elective courses may be taken in any area of business course offerings, provided any prerequisite is met.

## Free Electives

Each of the majors in the School of Business requires the completion of four free electives for a total of 12 credits. A free elective is a course chosen by the student without any restrictions relating to the student's major. The Area Coordinator for the student's major should be consulted for specifics.

## Curricula for Minors

Each of the six minors has its own curriculum.

### *Minor in General Business*

BU 100, 200, and any three courses in Business.

### *Minor in Business Law, Regulation and Ethics*

BU 11, AE 291, BU/AE 391.

Three courses from the following,  
no more than two from each group.

Group 1 – BU 310, 320, 330, 340, 350, 360

Group 2 – AE 281, 282, 284, 295, 384

### *Minor in Finance*

AC 11, BU 100 and FI 210, 215, and  
one other finance course.

### *Minor in Information Systems*

IS 12, 230, IS Elective.

IS 236 and 241, or IS 240 and 340.

### *Minor in Management*

MG 215, 220, 230, and BU 100

and one 300 level management course.

### *Minor in Marketing*

MK 200, 210, 320. Two courses from MK 225, 240, 300, 330, 360, 370. Students from the College of Arts and Sciences should note that QA 11 is a prerequisite for MK 320. QA 11 may be substituted for one of the electives at the discretion of the area coordinator.

*Minor in International Studies-International Business*  
The minor in international business is multi-disciplinary, with the objectives of providing students with an international perspective:

- Making them sensitive to the global interdependence in which they will be living and working;
- Informing them of the similarities and differences between the socio-political and economic environments of different countries; and
- Furnishing them with a broad understanding of the social, cultural, political, and economic forces shaping the international environment.

The minor offers courses in interdisciplinary areas which will complement the basic discipline in which students are majoring.

The minor in International Business is designed to prepare students for careers in multinational organizations, financial institutions, and other service industries, trading organizations, non-profit and government institutions.

The minor consists of an 18-credit program of six courses. The courses for the minor are to be completed in addition to the student's major requirements. The courses included in the program, subject to change, are as follows:

IL 100, IL 110, IL 210, IL 220, IL 250 plus

1. Business majors –  
one course from FI 240, IS 350, MG 360, MK 360, BU 350, IL 360
2. Non-business majors –  
must take BU 100

### *Minor in Operations Management*

BU 100, 200; MG 210, 225

One course from accounting or business law or finance or Information systems or international business or management or marketing or MG 397-398.

### **Advisor for International Business:**

Dr. Bharat Bhalla

# Course Descriptions

## Accounting

### AC 11 Introduction to Financial Accounting

This course acquaints the students with the preparation of the principal financial statements of a business enterprise, with an emphasis on asset and liability valuation problems and the determination of net income. Topics include the theory of debit and credit, classification of accounts, the bookkeeping function through the preparation of financial statements for the single proprietorship form of business organization, and detailed introduction of the assets of an entity. *3 semester hours*

### AC 12 Introduction to Management Accounting

This course is a continuation of AC 11 and is primarily concerned with the partnership and corporate forms of organization. In addition to the financial accounting considerations, the course also examines such managerial accounting areas as cost accounting systems, budgeting, cost-volume-profit analysis, income tax, and business decisions. An accounting major must attain a minimum cumulative quality point average in accounting of 2.50 in order to continue in the accounting program. Prerequisite: AC 11. *3 semester hours*

### AC 203 Intermediate Accounting I

This course emphasizes accounting theory and concepts and the presentation of financial statements in conformity with generally accepted accounting principles. The student is presented with the various accounting procedures and valuations associated with the presentation and communication of financial information. Prerequisite: AC 12 with a minimum cumulative quality point average in AC 11 and AC 12 of 2.50. *3 semester hours*

### AC 204 Intermediate Accounting II

This course is a continuation of AC 203. The student covers such complex topics as pension plans, accounting for income taxes, lease transactions, dilutive securities and earnings per share and corporate investments. Prerequisite: AC 203 with a minimum grade of C— and a 2.50 cumulative, quality point average in AC 11 and AC 12. *3 semester hours*

### AC 310 Advanced Accounting

This course examines advanced areas in accounting theory and practice which may only have been presented superficially in prerequisite courses. In addition to the accounting for consolidated business activity and organization and other combinations, the course will deal with partnership equity and liquidations, results of foreign operations and government and not-for-profit organizations. Prerequisites: AC 204 or permission of the Area Coordinator and a 2.50 cumulative quality point average in all accounting courses taken to date. *3 semester hours*

### AC 320 Cost Accounting

This course is concerned with the planning and control function of internal management in their decision-making capacity. The student should develop an understanding of the accumulation of product costs, behavior and allocation of costs, elements of forecasting and budget preparation, capital budgeting, and evaluation of segments through responsibility accounting. Prerequisites: AC 204 or permission of the Area Coordinator and a 2.50 cumulative quality point average in all accounting courses taken to date. *3 semester hours*

### AC 330 Auditing

Auditors play an important role in society by lending credibility in financial accounting information. This course provides an introduction to the audit of financial statements by independent certified public accountants with an emphasis on auditing concepts and the underlying rationale for audit procedures. The course begins with audit planning, risk assessment, sampling, evidence evaluation, and performance of an audit and proceeds by exploring the professional and legal environment within which auditors operate. Prerequisite: Senior standing and AC 204. *3 semester hours*

### AC 343 Federal Income Taxation — Individual

This course introduces the student to the law and tax accounting required for the preparation of federal individual, estate, trust, and gift tax returns. The topics will include adjusted gross income, deductions from adjusted gross income, property transactions, filing status and exemptions, tax computations, and tax credits. Additional emphasis is given to tax return preparation, research, and planning. Prerequisite: Senior standing, AC 204 and a 2.50 cumulative quality point average in all accounting courses taken to date. *3 semester hours*



**AC 345 Federal Income Taxation — Corporate**

This course introduces the student to the tax law and tax accounting required for the preparation of federal corporation, partnership, and exempt organization tax returns. The topics will include formation of the entity, determination of taxable income, distributions, liquidations and reorganizations, basis, passive and accumulated income, and S corporations. Additional emphasis is given to tax return preparation, research, and planning. Prerequisite: Senior standing, AC 204 and a 2.50 cumulative quality point average in all accounting courses taken to date. *3 semester hours*

**AC 350 Controllershship**

This course provides an in-depth understanding of the controller's role and responsibilities. The course material covers planning for control, accounting reports and interpretations, tax administration and government reporting. Prerequisite: AC 204 or permission of the Area Coordinator and a 2.50 cumulative quality point average in all accounting courses taken to date. *3 semester hours*

**AC 365 Accounting Information Systems**

This course deals with management planning and control by means of information systems and their relationship in the accounting function. The students will be introduced to the theory of information systems, the information needs of various department managers, the accounting techniques used and the behavioral impact of information systems. Prerequisite: AC 204 and IS 12 and a 2.50 cumulative quality point average in all accounting courses taken to date. *3 semester hours*

**AC 370 Contemporary Issues and Problems in Accounting**

This course presents a seminar in current accounting issues to discuss the latest statements issued by the FASB as well as other important proposals which affect the legal and professional status of the accountant. Prerequisite: Senior standing, AC 204 and a 2.50 cumulative quality point average in all accounting courses taken to date. *3 semester hours*

**AC 380 Municipal and Not-For-Profit Accounting**

This course examines fund accounting theory and concepts and the reporting principles promulgated by both the Governmental Accounting Standards Board (GASB) as well as the Financial Accounting Standards Board (FASB) as they relate to municipalities, health care organizations and universities. Prerequisite: AC 310 and a 2.50 cumulative quality point average in accounting courses taken to date. *3 semester hours*

**AC 397-398 Seminar in Accounting**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in accounting and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above. *3 or 6 semester hours*

**BU 311 The Law of Contracts, Property, & Business Organizations**

This course examines business law topics related to contracts and business organizations including common law contracts, sales and leases of goods (Articles 2 & 2A of the Uniform Commercial Code), real and personal property, bailments, and the principles of agency. Various forms of business organizations will be studied; partnerships, corporations and limited liability corporations. Prerequisite: BU 11. *3 semester hours*

**BU 312 The Law of Negotiable Instruments, Secured Transactions & Bankruptcy**

This course offers an analysis of legal principles related to negotiable instruments, bank deposits and collections, secured transactions, suretyship, debtor-creditor relationships and bankruptcy. Prerequisite: BU 11. *3 semester hours*

**Business Ethics****AE 291 Ethics in Business Management**

An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics: obligations to employees and other stakeholders; truth in advertising, whistle-blowing and company loyalty; regulation, self and government; the logic and future of capitalism. Junior standing. *3 semester hours*

**Finance****FI 11 Introduction to Finance**

This course provides an examination of how a business plans its needs for funds, raises the necessary funds, and invests to attain its goals. Consideration is given to both short and long-run financial decision making. Prerequisite: Junior standing and AC 12. (Classes of '95 or '96 only.) *3 semester hours*

**FI 200 Capital Formation**

This course explores the process of capital formation in a free enterprise economy. The roles of business firms, financial intermediaries, money and capital market institutions, governmental regulatory agencies, and fiscal and monetary policies are examined. Prerequisite: FI 11. *3 semester hours*

**FI 210 Principles of Investments**

This course is an introductory analysis of the determinants of valuation for bonds, stocks, and options. The functions of efficient capital markets are stressed in developing the return-risk tradeoffs that are essential in the valuation process. Prerequisite: FI 11. *3 semester hours*

**FI 215 Financial Management**

This course is an analysis of optimal financial decision making. Emphasis is placed upon the investment, financing, and dividend decisions within the existence of efficient capital markets. Prerequisite: FI 11. *3 semester hours*



**FI 220 Working Capital Management**

This course is an examination of the management of current assets and current liabilities. Emphasis is placed upon cash and marketable securities management, cash budgeting, inventory control, accounts receivable management, and short-term and intermediate-term financing. Prerequisite: FI 11.

*3 semester hours*

**FI 240 International Finance**

This course deals with the international aspects of corporate finance and investment. Topics covered include foreign exchange with emphasis on exchange rate determination, exchange rate risk and management, international money and capital markets, international capital budgeting, cost of capital, international trade financing and working capital management. Prerequisite: FI 11, or similar coursework with permission of instructor.

*3 semester hours*

**FI 310 Portfolio Analysis**

This course is an examination of both individual and institutional portfolio management. The overall model of portfolio analysis separates decision making into five major areas: portfolio planning, investment analysis, portfolio selection, portfolio evaluation, and portfolio revision. Prerequisite: FI 210.

*3 semester hours*

**FI 315 Futures and Options Markets**

This course examines the use of futures and options by financial managers. Both hedging and speculation will be covered. The focus of the course is on financial contracts: currencies and stock indices, both in the United States and in the United Kingdom. Prerequisite: FI 210.

*3 semester hours*

**FI 330 Applied Financial Management**

This course is an examination and application of the principles developed in financial management, FI 215, to specific corporate problems. The objective is an integration of the theory and practice of finance, using case studies. Prerequisite: FI 215.

*3 semester hours*

**FI 397-398 Seminar in Finance**

A special program involving independent study and research. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors with approval by the Area Coordinator. Students must have an overall quality point average of 3.0 or above.

*3 or 6 semester hours*

**International Studies-  
International Business**

For all courses in International Studies-International Business see pages 99 to 101.

**IL 360 International Business Practicum**

This course provides a first hand look at how businesses outside of the United States operate. Over a two to three week period, students visit approximately twenty businesses in Europe or Asia. Management of the various firms describe their operations and strategies. The course is offered during the summer and during the winter intersession. Travel and accommodation expenses are additional to tuition.

*3 semester hours*

**Information Systems****IS 12 Introduction to Computer-Based  
Information Systems**

This course introduces the student to the concepts and definitions associated with computers and business information systems. Topics include: data representation, preparation, and structure; computer hardware; software concepts including program development and program design; systems analysis and design; information systems analysis and design; information systems in business.

*3 semester hours*

**IS 30 Business Software Topics**

This course introduces the student to microcomputer applications software. The student will learn a specific application such as word processing, graphics, or spread sheet analysis. The course stresses hands-on use of the IBM Personal Computer, with required exercises assigned throughout the semester. Students wishing to earn credit toward a major in Information Systems may take the course three times, learning a different application each semester, for a total of three credit hours. Other students who have particular needs for an application area may take the one-credit course.

*1 semester hour*

**IS 230 Information Analysis**

This course emphasizes information analysis and the logical specification of the system. Emphasis is placed on the iterative nature of the analysis and design process. Exercises and case studies with student presentations are used to develop proficiency in information analysis techniques. Topics covered are strategies for developing information system application, system development, life cycle, application system development, individual behavior, and group dynamics in the development process; problem need identification and feasibility assessment; information requirements determination; and requirement analysis and logical specification. Prerequisite: IS 12.

*3 semester hours*

**IS 235 Introduction to Business Programming**

This course gives an introduction to computer programming in a business environment. Emphasis is placed on the fundamentals of structured program design, development testing, implementation, and documentation of business-oriented applications. Discussion and application of programming techniques in a variety of high-level programming languages are covered in-depth for major programming projects. Prerequisite: IS 12.

*3 semester hours*

**IS 236 Introduction to COBOL**

In this course students will learn to program in COBOL. The application of computers to business problems will be studied. File handling and array manipulation will be emphasized. Prerequisite: IS 12.

*3 semester hours*

**IS 240 Introduction to Systems Design Process**

This course examines techniques for selecting, installing, and operating computer systems and their peripheral equipment. Concepts of decisions with respect to compiler and hardware selection. Development of operating procedures, form design, systems charting and documentation. Prerequisite: IS 12.

*3 semester hours*

**IS 241 Systems Design and Fourth Generation Languages**

In this course concepts of business system design and design procedures are studied. Disk programming and file layout for the purposes of system design are covered. Business systems will be discussed in depth. Students will design and program one commercial system in COBOL. Prerequisite: IS 12 and IS 236.

*3 semester hours*

**IS 245 Data Communications Systems and Networks**

This course familiarizes the student with the concepts and terminology of data communications, network design and distributed information systems; equipment, protocols and architectures and transmission alternatives; the communications environment, regulatory issues, and network pricing and management. Prerequisite: IS 12.

*3 semester hours*

**IS 300 Seminar in Contemporary Topics in Business Computing**

In this course students will study problems created by the increasingly widespread use of computers. They will examine new developments or current practices in computer and information science. A topic will be selected for thorough study; possible subject areas include data structures, recent hardware or software advances, specialized applications. Prerequisite: IS 12.

*3 semester hours*

**IS 310 Information Systems in Organizations**

This course establishes a foundation for understanding and analyzing information in organizations. Fundamental concepts of systems and information are explained. The role of information systems in organizations, and the relationship of these systems to organizational objectives is developed. Students are introduced to the systems point of view, the organization of

a system, information flows, the nature of information systems; elementary skills used in representing systems structure, and the types of applications that are part of an information system. Topics include: information systems and organizations; representation and analysis of system structure; systems, information and decision theory. An information systems major must attain a minimum grade of C for IS 210 and a minimum cumulative quality point average in information systems of 2.50 in order to continue in the program. This course is co-listed in the Management program as MG 270. Prerequisite: IS 12.

*3 semester hours*

**IS 340 Theories of Data Management**

This course develops an appreciation of the data resources and the issues in managing data. In order to achieve this purpose, the course provides technical background on computer system management of data. Within the context of the technical background, the course provides instruction in defining data needs, functions on data, user-oriented data languages, management of data within organizations. The course also includes an analysis of data structure and storage; file organization techniques; sequential, indexed sequential, multilist, and inverted files; operating system topics related to data, such as dynamic storage allocation and virtual memory; database management functions and database management systems; logical and physical data models; user-oriented data languages; and the management of data as a resource. Prerequisite: IS 12.

*3 semester hours*

**IS 350 International Information Systems**

The course surveys the role of computer technologies in international business, emphasizing the global market and resource management. The course covers the social, economic, and political impacts of information technologies with a focus on design and control of computer resources. Contemporary issues such as privacy, security, copyright and patent infringement, and national information policies are covered extensively using case studies and current literature. Technological cultures in the US, western Europe, and developing nations will be examined. The impact of transborder data flows on business structures, products and services are surveyed to illustrate the growing importance of computer information systems for competitive advantage. Prerequisites: Junior standing and permission of the instructor.

*3 semester hours*

**IS 360 Decision Support and Expert Systems**

The course is an in-depth investigation of the relationship between managerial decision-making and the application of information technology to make them more efficient and effective. The topics of decision-making models, tools, and process are examined by students working on teams focused on actual situations in the local, national, and international business communities. Extensive use of case study and role-playing methods are employed. Several current expert systems shells are discussed and demonstrated. Students have laboratory project work with at least one expert system software package. Human, social, ethical, and political aspects of expert system and simulation model design and use are examined. Prerequisite: IS 12.

*3 semester hours*



**IS 395 Information Systems Project**

This is the capstone course in the major. It brings together all of the concepts from previous courses regarding information systems. It also provides the student with experience in analyzing, designing, implementing, and evaluating information systems. Prerequisites: IS 340, IS 230. *3 semester hours*

**IS 397-398 Seminar in Information Systems**

A special program involving independent study and research. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in information systems and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above. *3 or 6 semester hours*

**Management****MG 21 Organizational Behavior and Management**

This course provides an overview of both micro- and macro-organizational behavior concepts which will be presented as they apply to management practices in organizations. Topics such as interpersonal relations, motivation, leadership, organizational design and the external environment will be examined to provide students with a general understanding of these phenomena. Special emphasis will be placed on communication processes in organizations and how interpersonal communication can best be handled in managerial jobs. Prerequisite: Junior standing. (Class of '95 or '96 only). *3 semester hours*

**MG 31 Production and Operations Management**

This course develops both policy and technique skills for effectively producing quality goods and services at reasonable costs. A case orientation is used. The course studies a variety of operations and production processes in manufacturing and service settings — their characters, advantages and disadvantages, and the dynamics of their change. It then takes up technical issues of how to improve productivity like breaking bottlenecks, work methods, and workplace configuration, managing materials, production scheduling, and quality control. Strategies for bringing about changes in the capacity of production systems and the technologies used for responding to government regulations affecting work, and for dealing with large-scale issues like planning for the vertical integration of company operations round out the topics covered. Prerequisite: Junior standing. (Class of '95 or '96 only). *3 semester hours*

**MG 210 Managing the Operations Function**

This course will continue the examination of the theory and practice of contemporary Operations Management. The decisions required to bring a product or service from concept and design to the marketplace and the customer will provide a framework for this discussion. Consideration will be given to how quality goods and services can consistently be delivered to the customer. These decisions and their relevance to the strategic success of the enterprise will be emphasized. Prerequisites: BU 100 and BU 200. *3 semester hours*

**MG 215 Advanced Organizational Behavior**

This course examines advanced topics in organizational behavior. Course modules will focus on five skill areas: 1) communication and conflict resolution, 2) leadership and motivation, 3) decision-making, problem-solving, 4) groups and intergroups, and 5) politics and culture. Students will participate in an organizational simulation and will be expected to complete an applied organizational research project as course requirements. Prerequisite: MG 21. *3 semester hours*

**MG 220 Organization Theory and Design**

This course examines such macro-organizational concepts as strategic goals, structure, environment, and organizational performance. Topics include: bureaucracy, task and job organization, hierarchy, control, power, and decision making. Functional, product, matrix, and parallel structures are discussed and compared, along with the relationship of environmental demands to different structural types. The implications for managers of interdepartmental communication, reorganization, and plan implementation are also discussed. Prerequisite: MG 21. *3 semester hours*

**MG 225 Operations and Technology Management in a Changing Global Environment**

This course will examine the on-going discussion about how to best produce goods and services for the global market. Current issues would include the state of trade in high-technology industries, the world-wide movement to Just In Time Continuous Improvement methods throughout the business enterprise. Consideration will be given to how our competitors in appropriate topic will be presented and defended by the student. Prerequisites: BU 100 and BU 200. *3 semester hours*





**MG 230 Personnel and Human Resource Management**

This course examines topics in personnel administration and human resource management as they relate to contemporary organizational problems. Recruitment, selection, placement, performance appraisal, compensation, benefit administration, legal consideration, discrimination, training and career development, and union-management negotiations will be covered. In addition, applied human resource problems such as manpower planning, human resource accounting, and improving the quality of work life are addressed. Current changes in the human resource function in organizations and their implications for management will also be explored. Prerequisite: MG 21. *3 semester hours*

**MG 270 Information Systems in Organizations**

This course establishes a foundation for understanding and analyzing information in organizations. Fundamental concepts of systems and information are explained. The role of information systems in organizations and the relationship of these systems to organizational objectives is developed. Students are introduced to the systems point of view, the organization of a system, information flows, the nature of information systems, elementary skills used in representing systems structure, and the types of applications that are part of an information system. Topics include: information systems and organizations; representation and analysis of system structure; systems, information, and decision theory. This course is co-listed in the Information Systems program as IS 210. Prerequisite: MG 21. *3 semester hours*

**MG 300 Contemporary Issues in Management**

This course builds on the concepts presented in MG 21 and MG 31, focusing on the application of managerial principles and practices in contemporary problem solving and decision making situations. A review of current business publications and the case method will serve as the principle sources of issues to be considered. Topics will include organization strategy, effective use of resources, the role of corporate image, analysis of organization structure, and responsibility to the organization's various publics, among others. Prerequisites: MG 21 and MG 31. *3 semester hours*

**MG 310 Seminar in Production and Operations Management — Operating the Firm**

In this course a student will develop an aggregate production plan for a hypothetical firm using basic skills developed in production and operations management. Working as teams, they will develop a business plan and simulate the operation of their firm. The effect of tradeoffs in key areas, such as capacity, facility location, productivity, quality and materials control will be studied. The teams will compete as if they were in an actual business environment by presenting and defending their decision. Prerequisites: MG 21, MG 31. *3 semester hours*

**MG 330 Career Planning**

This course explores issues relating to career planning and development applications in organizations. The career stage models of early, mid and late career will be examined, and the relationships of career development practices to the personnel functions in organizations are explored. Career issues relating to differences in career paths for men and women, technical professionals, and mentoring practices will also be examined. Opportunities for students to explore their own individual planning needs are provided. Prerequisites: MG 21, MG 230. *3 semester hours*

**MG 350 Entrepreneurship and Small Business Management**

In this course the student is made aware of the problems, opportunities, policies, and practices of the small business enterprise and its unique role in the free enterprise system. The small business firm is examined from conception of the opportunity to operating the firm, the creative idea, feasibility studies, the development of the business and financial plan, launching the venture, and managing the firm. Case problems of small business firms are studied. Prerequisites: MG 21, MG 31. *3 semester hours*

**MG 355 Organizational Culture**

This course forms the framework of the theories and concepts of an organization's culture within which students will a) identify issues affected by organizational culture and learn how they may be more effectively managed, b) learn how to analyze, enter, adjust to, and become established in a new corporate culture, c) explore methods for operating effectively within an organization's prevailing culture, and d) examine ways of influencing or changing an organization's prevailing culture. Prerequisites: MG 21, MG 220. *3 semester hours*

**MG 360 International Management**

This course covers the history and evolution of international business, the international environment, and the development, organization, and structure of the international firm. Also treated is the international economy in relation to business policy, accounting, finance, and marketing decision making, resource transfer and impact on the host country, business-government relations, and national and international control of the multinational corporation. Prerequisites: MG 21, MG 31, MK 11, FI 11. *3 semester hours*

**MG 370 Management-Labor Relations**

This course explores questions about the role of labor unions in both private and public sector organizations. It will cover labor history and government regulation of the union-management relation as well as the processes of union organizing, negotiations, and dispute resolution. Special attention will be given to the effect of unions on wages, productivity, profitability, and organizational competitiveness. *3 semester hours*

**MG 397-398 Seminar in Management**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in management and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above. *3 or 6 semester hours*

**IS 360 Decision Support and Expert Systems**

(see course description in Information Systems section; cross-listed as a Management elective.)

**Marketing****MK 11 Introduction to Marketing**

This course is an introduction to the field of marketing. With the satisfaction of consumer needs as the focus, this course studies the methods, policies, and institutions that affect the flow of goods and services from producer to consumer. Topics covered include product, price, distribution, and communication strategy. Attention is given to the social and legal environment in which marketing functions, its role in the economy, and its place in management of the firm. Prerequisite: Junior standing. (Class of '95 or '96 only). *3 semester hours*

**MK 200 Marketing Management**

This course examines the theory and practice of marketing management. It studies environmental analysis, strategic planning, and the related concepts of buyer behavior, market segmentation and the product life cycle. Subsequently, it discusses the functional applications of marketing in product management, marketing and communications, sales and channels management, and pricing. Prerequisite: Junior standing. This course is a prerequisite for all marketing courses. *3 semester hours*

**MK 210 Consumer Behavior**

This course provides the student with an understanding of the behavior of consumers in the marketplace. An interdisciplinary approach is used employing concepts from such fields as economics, psychology, social psychology, sociology, and psychoanalysis. Among the many topics covered are motivation, perception, attitudes, consumer search, and post-transactional behavior. Prerequisite: Junior standing and MK 200. *3 semester hours*

**MK 225 Marketing Communications**

In this course the student will be challenged to integrate diverse promotional elements, such as advertising, packaging, direct marketing, sales promotions and public relations into a comprehensive marketing communications program. The intent of the course is to provide a general background to the varied strategic alternatives that are available to a corporation in communicating with its consumers. The role of both traditional and non-traditional media are discussed in this regard. The student is encouraged to consider the social and ethical consequences of marketing communications. Prerequisite: Junior standing and MK 200. *3 semester hours*

**MK 240 Sales and Distribution Management**

This course is a study of the activities of intermediaries and other institutions which provide for the flow of goods and services from producer to consumer. Emphasis will be placed on effective channel management and the role channels of distribution play in the overall marketing plan, including a study of various types of distributorship operations. Emphasis will also be placed on the role of sales management in channel relations. The elements of selling for both industrial and consumer goods will be explored. Prerequisite: Junior standing and MK 200. *3 semester hours*

**MK 300 Contemporary Issues in Marketing**

This course presents a seminar on current marketing issues. It is intended to familiarize the student with the latest issues, events, and problems in marketing. The subject matter for the course draws upon recent events in marketing and course materials are derived from current periodicals and cases. Prerequisite: Senior standing and MK 200. *3 semester hours*

**MK 320 Marketing Research**

This course gives the student an appreciation of the role marketing research plays in reducing the risks associated with marketing decisions. Emphasis is placed on developing the student's basic skills in conducting and evaluating marketing research projects. Topics include problem formulation, research design, data collection instruments, sampling and field operations, data analysis, and presentation of results. Prerequisites: Junior standing, MK 200 and QA 11. *3 semester hours*

**MK 330 Marketing Project**

This course is a special program involving independent study and research under faculty guidance on a selected topic related to the application of the principles of marketing. Prerequisite: Senior standing and MK 200. *3 semester hours*



**MK 350 Industrial Marketing**

This course examines the characteristics that differentiate industrial from consumer marketing. Nature of industrial demand, buyer characteristics, industrial market research, competitive bidding, selling of industrial products, sales and advertising strategies in marketing to business, government, and non-profit organizations. Practices and policies in the distribution of industrial goods. Prerequisite: Senior standing and MK 200. *3 semester hours*

**MK 360 International Marketing**

This course emphasizes the role of marketing and marketing management in different environments having an impact on the various marketing functions. In addition to a focus on marketing activities and their management which are experienced in the domestic environment, special emphasis is given to cultural, political, geographic, and other factors in different environments. The focus is on international marketing by firms in other nations as well as American firms. Prerequisite: Senior standing and MK 200. *3 semester hours*

**MK 370 Product Management**

This course focuses on one element in the marketing mix — the product. It examines such questions as how should a firm effectively and efficiently manage its current product line and develop potential new products. Consideration is also given to strategic planning. Prerequisite: Senior standing and MK 200. *3 semester hours*

**MK 397-398 Seminar in Marketing**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in marketing and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above. Prerequisite: MK 200. *3 or 6 semester hours*

**International Business****BU 160 International Business**

This course is an introduction to international business focusing on the environmental forces governing the interdependent global economy. The principles and tools of analysis for evaluation of opportunities and threats in international markets are discussed, comprising assessment of the world economic environment by stage of development, the incidence of political risk, technological trends, socio-cultural issues and other environmental forces relevant for international business strategy. On the basis of environmental analysis, the course reviews the institutional framework for international business (GATT, IMF, etc.), and the theory and practice of international trade and investment strategies with special reference to multinational firms. Prerequisite: Junior standing. (Class of '95 or '96 only). *3 semester hours*

**Environmental Policy****BU 120 Environmental Management and Policy**

The course provides an opportunity to consider environmental issues and decision making from a business, economic and policy perspective. Defining and proposing solutions to domestic and international environmental problems will provide for different points of view and approaches which will be discussed and debated. The course format combines readings, simulations, cases, in-class discussions, role playing, and presentations. *3 semester hours*





## Business Law

### BU 11 Legal Environment of Business

This course is a basic study of the law, legal institutions, and the legal and social responsibility of business. Includes legal history and legal process, judicial systems, common law, statutes and regulations, with an emphasis on torts, contracts, antitrust and trade regulation, protection of the environment, worker safety, product liability, and corporate crime.

*3 semester hours*

### BU 310 Law and Financial Transactions

This course examines business law topics relating primarily to accounting and finance, including law of sales, commercial paper, contract rights and obligations, secured transactions, debtors' and creditors' rights, bankruptcy, and financial regulation and deregulation. Prerequisite: BU 11. *3 semester hours*

### BU 311 The Law of Contracts, Property, & Business Organizations

This course examines business law topics related to contracts and business organizations including common law contracts, sales and leases of goods (Articles 2 & 2A of the Uniform Commercial Code), real and personal property, bailments, and the principles of agency. Various forms of business organizations will be studied; partnerships, corporations and limited liability corporations. Prerequisite: BU 11. *3 semester hours*

### BU 312 The Law of Negotiable Instruments, Secured Transactions & Bankruptcy

This course offers an analysis of legal principles related to negotiable instruments, bank deposits and collections, secured transactions, suretyship, debtor-creditor relationships and bankruptcy. Prerequisite: BU 11. *3 semester hours*

### BU 320 Employment Law

Legal issues important to the management and employment functions of the modern corporation. Topics include labor law and collective bargaining, employment discrimination, privacy, benefits and workers' compensation. Prerequisites: BU 11, MG 21, MG 230. *3 semester hours*

### BU 325 Law, Women and Work

This course will explore the development of American law relating to women and gender and its interrelationship with women's status and achievement in the workplace. The course will focus on how social concepts of gender have impacted both law and work in the United States. Topics covered will include: the historical context: the "cult of womanhood," the early feminist challenges, and early protective legislation; Constitutional development of the ideas of gender equality; equal employment opportunity laws; and family issues including family leave, pregnancy in the workplace, and benefits protection; current theoretical perspectives of women in work and law; special issues for women of color, women in blue collar jobs, women in management and women as entrepreneurs. Prerequisite: none. *3 semester hours*

### BU 330 Law and Small Business Organization

This course examines legal topics relating to the individual and small business person, including law of real and personal property and applicable contract law, bailments, public and private land use, insurance, trusts and estates, arbitration and dispute settlement, personal and business injury claims. Prerequisites: BU 11 and junior standing. *3 semester hours*

### BU 340 Business Law Seminar

This course is an in-depth analysis of current legal issues relating to American business. Topics will vary each semester offered, and may include current antitrust and merger policies; defense contracting; new issues in product safety and consumer protection; environmental regulation; comparable worth and other equal employment issues; corporate crime and computer law. Prerequisites: BU 11 and junior standing. *3 semester hours*

### BU 350 International Business Law

This course is a study of international laws, legal institutions and the societal and cultural institutions that impact and regulate business activity throughout the world. Selected examples of laws and legal systems will be examined and their relationship to American and foreign business enterprise. Prerequisite: junior standing. *3 semester hours*

### BU 360 Government Policy and the Regulation of Business

This course will explore the effects of past and current federal regulatory policies on business and industry and consider alternatives. It will examine in particular the administrative regulation of business and business interaction with such agencies as the Federal Trade Commission, Consumer Product Safety Commission, Securities and Exchange Commission, Occupational Health and Safety Commission and Food and Drug Administration, among others. Emphasis will vary to reflect current business concerns. Prerequisite: junior standing. *3 semester hours*

## Interdisciplinary Sequence of Business Fundamentals

### BU 100 Business Decision Making

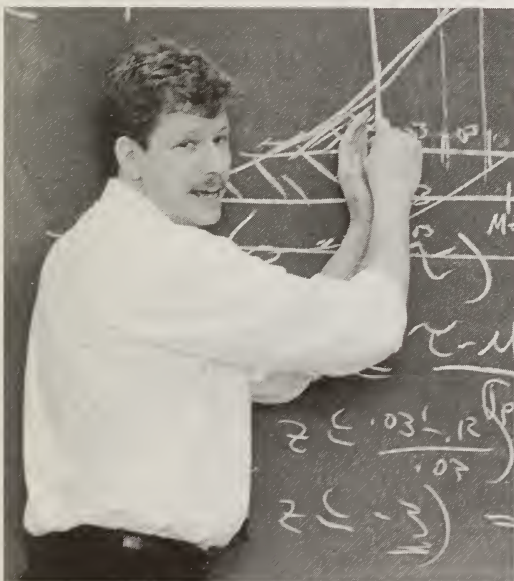
This is the first module of a three-semester course designed to introduce students to the principles of business management in the global environment. It focuses on the concepts which guide the decisions of enterprises on their goals, strategy, structure, and business operations. It will discuss environmental analysis, evaluation of strengths and weaknesses, mission definition and other tools of the strategy development process of enterprises. Field projects are an integral element of course, with the object of giving students early exposure to real-world business operations. *3 semester hours*

**BU 200 Creating a Competitive Advantage**

This course builds on the foundations laid in BU 100 to discuss the imperative of creating a competitive advantage in the execution of strategy. It will examine the functions of the various business divisions – Production, Finance, Marketing, Accounting, Human Resources and Information Systems – in the development and implementation of strategy, and discuss the concepts relevant to their role in business operations. Field projects will focus on exercises designed to provide practical experience of business operations. *3 semester hours*

**BU 300 Business Strategy in the Global Environment**

The apex course discusses business strategy and operations in the global context. It will examine the economic, political, cultural, legal and technological dimensions of the global environment, and the strategic implications of international economy. The emphasis in field projects will shift to developing entrepreneurial skills. Workshops on entrepreneurship will be conducted, and students will develop a business plan for a new enterprise from concept to strategy formulation, including an international dimension. This course will replace BU 300 Business Policies in the 1996-97 academic year. *3 semester hours*

**Business Policies****BU 300 Business Policies**

This course provides a synthesis of the concepts and techniques of business administration developed in prior courses in order to establish a rational basis for developing business objectives, strategies, and implementation activities. Strategic management methods and techniques will be applied in this capstone course by individual and team cases and projects. Prerequisites: Senior standing and BU 11, FI 11, MG 21, MG 31, MK 11, BU 160. Class of '95 or '96 only. *3 semester hours*

**Quantitative Analysis****QA 11 Business Statistics**

This course is an introduction to methods of data analysis with emphasis on the applications of statistical methods in business. Tabular and graphic presentation, principles of probability and statistical inference, regression analysis, and techniques for the analysis of business change are examined. *3 semester hours*

**QA 201 Advanced Applied Statistics**

This course is an introduction to a variety of multivariate statistical techniques such as multiple regression, analysis of variance, canonical correlation, discriminant analysis and factor analysis. In addition, several nonparametric techniques will be discussed. The emphasis is on the application of such techniques. Students will be expected to use available computer statistical routines to solve and analyze problems presented in class. Prerequisite: QA 11. *3 semester hours*

**QA 210 Quantitative Methods in Management Science**

This course provides an introduction to the application of quantitative methods in management decision-making. The emphasis is on the formulation of decision problems, their solution, and the application of those solutions. Commercially available software will be used to obtain computer solutions and thus allow the emphasis to be placed on formulation and application. Prerequisite: QA 11. *3 semester hours*

**QA 215 Business Forecasting**

This course analyzes business conditions and early warning signals. Methods of time series analysis including examples of forecasting models are examined. Prerequisite: QA 11 or permission of the Dean. *3 semester hours*





---

# SCHOOL OF NURSING

---

*Opposite Page: Dr. Theresa M. Valiga, dean of the School of Nursing*

# School of Nursing

**Dean:** Theresa Valiga

**Professors:** Lippman, MacAvoy, Valiga

**Associate Professors:** Hinthorn, Wheeler

**Assistant Professors:** Coover, Dudac, Fleitas, Grossman, Harrison, Manton, Obrig, Pomarico

**Lecturers:** Mo, Martin

The curriculum of the School of Nursing provides the student with the educational experiences whereby he or she can gain a strong base in the humanities, mathematics, social sciences, and natural sciences as well as in theory and practice in nursing. The program is designed to foster the student's personal and professional growth that is necessary for a committed and compassionate practitioner of nursing capable of providing professional nursing care to people with nursing needs in whatever setting they may be encountered.

The goal of the undergraduate program is to prepare the student for the first level of professional nursing practice in keeping with the focus for baccalaureate nursing programs. Fairfield prepares the student for general nursing practice. Throughout the program students are exposed to nursing practice in a variety of clinical, health care delivery settings and systems. The program is designed to provide maximum exposure to nursing. Faculty members are exceptionally well qualified by both academic and practical preparation. The small student-faculty ratio is an inherent component of the program, particularly as it relates to clinical practice.

On-campus nursing classes are held in a modern building that features a tiered lecture-demonstration room with projection facilities, a nursing simulation laboratory where the student becomes familiar with the most common techniques and equipment, an education media room that has modern multi-media facilities for learning, and a computer laboratory.

In 1994-95, the School of Nursing initiated a Study Abroad opportunity at Harlaxton College, the British campus for the University of Evansville in Indiana. Students choosing this option would take two nursing courses and two liberal arts courses at Harlaxton. Through the community nursing course, students would

be able to have clinical experience under a system financed by the National Health Service. Further information is available through the Dean's office.

Students are responsible for purchasing their own uniforms as well as arranging for transportation to all off-campus learning experiences. Car pooling may be arranged. Upon successful completion of the program, a student receives a B.S. degree in nursing and is qualified to write the NCLEX examination for licensure as a Registered Nurse (R.N.). Fairfield's program has National League for Nursing accreditation.

The graduate program is a 45-credit, two-calendar-year program of study preparing nurse-practitioners in family practice and clinical specialists in mental health. Upon completion, graduates are eligible to take the professional certification examinations for APRN/CS.

## Accelerated Program

The School offers the nursing curriculum in an accelerated form for persons holding a B.S. degree who wish to enter nursing. Upon completion of prerequisite courses, students may matriculate and complete degree requirements in 18 months. Sixty-six credits must be taken at Fairfield. Information is available from the School of Nursing.

## Educational Mobility for Registered Nurses

### Overview

The program for the registered nurse student does not differ from that of the generic student in required courses and credits. The overall objectives of the program and the specific objectives for each course remain the same for both the generic and the registered nurse candidate, hence ensuring consistency in the academic standards and quality of the program. The methods by which the course objectives are to be met by the registered nurse student will reflect teaching/learning strategies appropriate for adult learners. Registered nurses enroll in two seminar courses to facilitate entry into the program. These courses provide new theoretical learning, provide a forum for discussion of relevant nursing issues, and guide the nurse in articulating his or her personal and professional goals and program plan.

### *Admission*

The registered nurse students are initially admitted through the School of Continuing Education and must complete a minimum of four courses with a grade of "C" or better in order to matriculate. Course requirements in the liberal arts and required supportive courses can be met by certain CLEP and ACT examinations, and/or transfer credits from other academic institutions, or by enrollment in specific courses. Courses will be accepted in transfer from other accredited colleges and universities on the basis of satisfactory (C or better) academic record and equivalency to Fairfield University. Sixty-six (66) credits must be taken at Fairfield University.

### *Advanced Placement in Nursing*

It is possible for the registered nurse student to seek advanced placement in the nursing major totaling a maximum of 30 credits. Advanced placement is possible by successfully completing ACT tests in nursing, directed study modules, or through articulation with diploma and associate degree nursing programs in Connecticut.

The use of the directed study modules is predicated upon the adult learner being a self-motivated and self-directed student. The students using the modules will receive faculty guidance. Faculty and students interact through periodic seminars on campus.

A registered nurse may choose to meet course requirements through the modules rather than through Advanced Placement Testing, depending upon his or her background and experience. If a registered nurse selects the Advanced Placement option and does not pass one or more of the standardized tests, he or she may complete the directed study module(s) related to the objectives which were not met and, thereby, meet course requirements.

### *Registration*

The registered nurse students register through the School of Continuing Education; call (203) 254-4150 or (203) 254-4110 for procedures, class schedules, and dates for the fall, spring, and summer semesters.





## Nursing Curriculum

The three components of the School of Nursing's undergraduate program are:

*The core curriculum* — Nursing students must complete the core curriculum that is required of all Fairfield undergraduates, with the exception that nursing students meet either the fine arts or modern language requirement.

*Natural and social sciences* — Students take one year of chemistry and a year and a half of biology which includes anatomy, physiology, and microbiology. Because the social sciences form an important part of the foundation for nursing practice, students take courses in psychology and in sociology.

*Nursing courses* — Classroom instruction in nursing theory and skills begins in the freshman year and continues throughout the undergraduate program. Nursing courses are comprised of both theoretical and clinical components. With each passing year clinical work increases, until, by the senior year, a significant portion of time is spent in the nursing major, which includes clinical practice as well as the theory component. To ensure that students obtain the breadth and depth of clinical experience needed, the School has associations with many clinical facilities, including private hospitals, a veterans hospital, clinics, outpatient departments, rehabilitation centers, public health departments, and long-term care facilities.

The nursing courses in the sophomore, junior, and senior years are sequential and are prerequisites to other courses. Because of the special nature of the nursing curriculum, Human Anatomy and Physiology (BI 107-108) and each nursing course must be completed successfully (minimum grade of "C") in order for students to progress in the course sequence for the nursing major. Students must also meet the promotion policy requirements of the University in order to progress in the program. Nursing majors must be certified in cardiopulmonary resuscitation (CPR) by the spring term of the sophomore year and remain certified throughout the nursing program. All health requirements must be met each year prior to clinical practice.

## Bachelor of Science

(Major in Nursing)

### Curriculum Plan

#### Freshmen

##### Fall

	Semester Hours
English 11	3
Biology 107	4
Psychology 163	3
Chemistry 81	4
Philosophy/Religion 10	3
	<hr/> 17

#### Freshmen

##### Spring

Math 19	3
Biology 108	4
English 12	3
Chemistry 82	4
Nursing 14	3
	<hr/> 17

#### Sophomore

##### Fall

Biology 151	4
Religion/Philosophy 10	3
History 30	3
Sociology elective	3
Nursing 201	2
Nursing 203	1
Nursing 205	2
	<hr/> 18

#### Sophomore

##### Spring

Psychology 151	3
Philosophy elective	3
History	3
Nursing 202	3
Nursing 204	2
Nursing 206	2
	<hr/> 16

#### Junior

##### Fall

English elective	3
Religious Studies elective	3
Fine Arts/Language	3
Nursing 213	4
Nursing 215	4
	<hr/> 17

**Junior***Spring*

Math 17	3
Elective	3
Fine Arts/Language	3
Nursing 216	2
Nursing 218	5
	<hr/> 16

**Senior***Fall*

Philosophy/Religious Studies (Ethics)	3
Nursing 341	3
Nursing 343	5
Nursing 345	4
	<hr/> 15

**Senior***Spring*

Nursing 352	3
Nursing 354	3
Nursing 350	3
Electives	6
	<hr/> 15

## Course Descriptions

Courses described below are nursing courses only. As stated previously, all nursing students are required to take the core curriculum and designated support courses. Descriptions of core curriculum courses – as well as descriptions of other science and social science courses required of nursing students – may be found in the College of Arts and Sciences section of this catalogue.

### NS 14 Introduction to Professional Nursing

An introduction to the profession of nursing. The focus is on concepts basic to nursing science, the person as recipient of care, the definitions of health, environmental and nutritional factors related to health. The nursing process and nursing models are introduced. Nursing technology is addressed through selected technical skills and the use of computers in health care. Cultural concepts, legal, and ethical issues in nursing are addressed.

*3 semester hours*

### NS 201 Health Promotion I

This course addresses health promotion and examines the role of nursing in assisting individuals and families to actualize their health potential. The focus is on multidimensional aspects of development across the life span and their relationship to the prevention of illness and management of common health concerns. Functional health patterns are introduced as a framework for health promotion. Critical thinking skills are emphasized, and relevant nursing research integrated.

*2 semester hours*

### NS 202 Health Promotion II

This course focuses on health promotion and maintenance in the childbearing family. Functional health patterns are used to organize the application of the nursing process. Emphasis is on clients during the childbearing cycle and on selected clients who have common alterations in the sexuality-reproductive pattern.

*3 semester hours*

### NS 203 Nursing Technology I

This course focuses on the provision of safe and effective care related to the basic needs of clients. Psychomotor skills are introduced that address comfort, personal hygiene and safety. The college laboratory and long-term care setting provide the opportunity for the development of these skills. NS 203 is taught concurrently with NS 202 and NS 205.

*1 semester hour*

**NS 204 Nursing Technology II**

This course continues a focus on safe and effective care, but relates it to common nursing technologies in this semester. The college laboratory and an acute care setting provide the opportunity for the development of such skills as parenteral medications, intravenous therapy, blood glucose testing, as well as care of wounds and nasogastric tubes. NS 204 is taught concurrently with NS 202 and NS 206. *2 semester hours*

**NS 205 Health Assessment**

This course introduces the student to the knowledge and skills of health assessment of clients across the lifespan. Through a variety of methodologies in the classroom and opportunities to practice the skills in the college laboratory, students apply interviewing techniques in eliciting a comprehensive health history and perform a physical examination in evaluating health status. *2 semester hours*

**NS 206 Basic Health Problems**

This course focuses on common health dysfunctions and uses functional health patterns to establish a theoretical foundation for health promotion, restoration and maintenance. The emphasis is on physiological dysfunction. Health assessment knowledge is applied in establishing nursing diagnoses and formulating nursing interventions. *2 semester hours*

**NS 213 Health Restoration I**

The focus of this course is health restoration. Emphasis is on the client experiencing surgery and short-term acute illness. Functional health patterns provide a framework for the application of the nursing process. Clinical practica in acute care settings provide opportunity for the application of nursing technologies and clinical judgment with the surgical client. NS 213 is taught concurrently with NS 215. *4 semester hours*

**NS 215 Health Restoration II**

The focus of this course is on health restoration with clients experiencing psychosocial dysfunction. Functional health patterns provide a framework for the application of the nursing process. Clinical practicum in acute psychiatric settings provide opportunities for facilitative communication skills, therapeutic use of self and clinical decision making. *4 semester hours*

**NS 216 Health Maintenance I**

The focus of this course is on health maintenance through early detection of health problems and early nursing interventions in illness. Community health concepts relevant to ambulatory care settings are introduced. In the clinical practicum, functional health patterns are used as a basis for the application of the nursing process to clients seen in ambulatory care settings. *2 semester hours*





**NS 218 Health Restoration III**

This course focuses on health restoration and maintenance. Holistic care is provided through application of functional health patterns with clients experiencing acute life-threatening, multi-system health problems. There is also an emphasis on discharge planning and maintenance of optimal health. Clinical practicum in hospital settings provides opportunity for clinical decision-making. This course runs concurrently with NS 216. *5 semester hours*

**NS 341 Research in Nursing**

This course introduces the research process and its application to clinical practice and theory development in nursing. Consideration is given to ethical, economic and technological dimensions. Students critique research and develop a research proposal. An emphasis is placed on critical thinking and writing skills. *3 semester hours*

**NS 343 Health Restoration IV**

This course focuses on health restoration and health maintenance of clients with chronic illness and disability. Functional health patterns organize class content and provide a mechanism to evaluate holistic care. Hospital experience concentrates on clients in the acute phase of chronic illness. Rehabilitation experiences focus on returning the clients to their maximum level of wellness. This course is given concurrently with NS 345. *5 semester hours*

**NS 345 Health Maintenance II**

The focus of this course is on the provision of safe and effective care to individuals, families, and groups, in community settings who are experiencing chronic illness. Special attention is given to aging and the problems of the elderly. The course builds on Health Maintenance I and incorporates concepts of health promotion and restoration from previous courses. There is further application of community health concepts to diverse settings. Community characteristics are identified and analyzed. *4 semester hours*

**NS 350 Issues in Contemporary Nursing**

This course addresses the development of the nurse as a professional person in interaction with professional, political and social systems. Emphasis is placed on critical thinking in analyzing contemporary issues and on implications for current and future practice. *3 semester hours*

**NS 352 Leadership and Management in Nursing**

This course is designed to provide students with organizational, management and leadership theories for professional nursing practice. The leadership role is defined through an examination of organizational structure, function, and culture in health care systems. Decision making, collaboration, and the management of change, power and conflict are emphasized. *3 semester hours*

**NS 354 Transition: Professional Nursing Practice**

This course addresses health promotion, maintenance and restoration with clients in a variety of health care settings. The focus is on moving the student toward autonomous professional nursing practice within the limits of their clinical setting. Functional health patterns provide the framework for using a selected nursing model in giving care. Students have an opportunity to apply management principles in coordination of care for groups of clients. Decision making, collaboration, autonomy and evaluation are emphasized. *3 semester hours*

**NS 250 Professional Nursing**

This course is designed to orient the registered nurse to baccalaureate nursing education and to facilitate re-entry into a new educational system. The scope and aims of professional nursing practice are articulated in the study of concepts and issues of multiple aspects of health care delivery and education. School of Nursing philosophy and conceptual framework are examined. *3 semester hours*

**NS 252 Health and Family Assessment**

This course introduces the registered nurse student to the knowledge and skills of health assessment of clients across the lifespan. Through a variety of methodologies in the classroom and opportunities to practice the skills in the college laboratory, students apply interviewing techniques in eliciting a comprehensive health history and perform a physical examination in evaluating health status. Family theory and therapeutic use of self are incorporated. *3 semester hours*

**NS 360 Critical Care Nursing**

This course introduces critical care nursing. Focus is on nursing diagnosis and management of patients with cardiovascular, pulmonary, gastrointestinal, renal, neurological and multi-system alterations. Frequently used medications and basic EKG interpretation are covered. *3 semester hours*



---

**STUDENT  
SERVICES  
AND  
CAMPUS  
LIFE**

---



## Student Services

A full and diversified student life is provided for all undergraduates through the coordinated efforts of the University's Student Services Division and the Fairfield University Student Association (FUSA).

### Fairfield Student Services Division

The Fairfield Student Services Division provides:

1. Assistance in planning social events and campus activities.
2. Coordination of student organizations, athletics and recreation, judicial proceedings, and the residence life program.
3. Counseling and medical treatment through the University Health Center.
4. Career guidance and placement assistance in the Career Planning Center.
5. Assistance in class work through tutorial help and study skills in the office of Student Support Services.
6. Coordination of ethnic groups and advising of African-American, Asian, Hispanic and Native American students in the Office of Multi-Cultural Relations.
7. Coordination of Freshmen Orientation and the Freshman Year Experience.
8. Advocacy for international students and students with disabilities.
9. Identification cards, which are required of all members of the University community.

### Fairfield University Student Association (FUSA)

FUSA is Fairfield University's official undergraduate student government, and each undergraduate student is a member. The student association is divided into three branches — executive, legislative, and judicial — each of which works individually and collectively to improve the quality of life for all students at Fairfield University.

The activities of all student organizations, as well as social and cultural events, are underwritten to some degree by the student association. The executive branch coordinates overall programs, and the Student Senate allocates the funds necessary for implementation.

The FUSA office is located in the Campus Center and is open daily. Students are welcome to participate in all levels of FUSA and are invited to drop by the office for assistance with a problem or to get involved in activities.

### Executive Branch

The President of FUSA is elected through a campus-wide popular election held in February each year. The President serves as the spokesperson for the undergraduate student body and is empowered to appoint a cabinet for assistance in carrying out his or her duties. The President also oversees all programming and keeps students informed of upcoming events. The cabinet consists of a Treasurer, Vice-President of Student Life, Vice-President of Student Activities, Vice-President of Government Operations, Director of Public Relations, Daytime Programming, Club Coordinator, Academics, Student Services, Oak Room/Coffee House, Special Events, Sports and Leisure, Publicity, and Arts and Lectures.

### Legislative Branch

Made up of elected representatives of residence halls, commuters, and off-campus boarders, the Student Senate appropriates FUSA funds for student organizations and activities, conducts investigations, and approves various FUSA officials and delegates.

### Judicial Branch

The Student Court, which consists of a Chief Justice and eight Associate Justices, serves as the Judicial Branch of FUSA. It is the court of first instance for students accused of minor infractions of University policy.

### Student Rules and Regulations

The rules and regulations governing student life are provided in full in the Student Handbook, a copy of which is provided to each student by the Student Services Division of the University. If further interpretation of any of these rules and regulations is required, the student should consult personnel in the Student Services Division.

## Discipline

Both intellectual growth and social harmony require discipline as a necessary condition. Self discipline, whether intellectual or social, is of course the best form for community living, but it is, of itself, inadequate. When free persons join together in a common enterprise, whatever its nature, some external authority is needed to direct and sustain that enterprise. In the process of accepting that authority and working in a community, the individual can discover the fullest meaning of freedom and fulfillment. This does not mean a begrudging or uncritical heeding of regulations, but rather a voluntary and understanding acceptance of decisions for the good of the whole community.

At Fairfield University the Vice-President for Student Services has general care of student welfare and of student discipline. The discipline which he exercises is considerate but firm, especially in matters which affect the good of the student body as a whole and which touch upon the reputation of the University. Nevertheless, the attitude of the Vice-President, as of the faculty, is such to make discipline, as far as possible, the outgrowth of high student morale and an element in the maturing of character. However, the administration reserves the right to dismiss a student or to exercise other disciplinary measures for misconduct either on or off campus because student misconduct not only reflects on the reputation of the University but is an indication of the general character of the student.

The Dean of Students may separate a student from the University for reasons of health or safety when a student's continuance at the University poses a significant risk to the student or others, when the Dean of Students has reason to believe that such action is in the best interests of the student or others at the University.

Besides explicit offenses mentioned in the Student Handbook, behavior that leads to civil action renders a student liable to collegiate disciplinary action including expulsion. While the University does not look upon its relations with students as primarily legal, it does guarantee to any student involved in disciplinary action due process and a right to be heard in his or her own defense.

The University reserves the right, however, to withdraw a student from the institution in the absence of due process, in the event the student demonstrates a threat to his or her physical or emotional safety, or presents a threat to the safety of students, faculty, or staff.

## Counseling Services

Some of Fairfield's many counseling services are provided through specialized personnel: academic counseling is provided by the student's faculty advisor; religious and spiritual counseling is available through the Campus Ministry Office; career guidance and placement assistance is provided in the Career Planning Center. Most other types of counseling — health, personal, psychological, social, or medical — are provided in the Student Health Center.

The Career Planning Center exists to help students identify and achieve their career goals. The Center also serves as a coordinator of information for off-campus employment during the college years. Students who are interested in part-time employment should read the bulletin board in the Career Planning Center.

Students are encouraged to take advantage of the vocational guidance and placement services provided within the Center. The placement service is also made available to graduates of the University. A vocational library and reading room located in the Career Planning Center may be of assistance to students considering career choices.

## Student Health

The physical and psychological health of students is cared for in the Student Health Center. The Health Center staff consists of psychologists, registered nurses who are on duty around the clock, and a medical doctor who visits the Health Center daily.

The Center attempts to help students gain greater self-understanding so that they will be able to successfully achieve their goals. The staff welcomes individual students or groups of students to come in with whatever problems they have.

When appropriate, tests and inventories are administered to students to help them clarify personality characteristics and life goals. A staff member carefully interprets and discusses the results of testing with each student.

Seriously ill students may be admitted to St. Vincent's Hospital in Bridgeport, just minutes from the campus.

Students are required to provide proof of medical insurance. A health and accident policy is available on a fee basis for students who need additional insurance. Special health policies are required for nursing students. Information may be obtained from the School of Nursing.

## First Year Experience

The First Year Experience Program addresses the special needs of new students through small group meetings with specially trained upperclass facilitators. Experiences that are common to new students, ranging from those that are exhilarating to those that are bewildering, are examined and placed in a constructive context in order to assist students with the challenge of integrating their lives as university students. Four primary areas are addressed: realities of living on a college campus, essential dimensions of academic success, service as integral to Jesuit education, and the development of a healthy life style.

## Student Clubs and Organizations

Fairfield University has numerous recognized student clubs and organizations covering a diversity of interests. (If there is sufficient demand, new organizations may be started under guidelines that may be obtained from the University Activities Office.)

*Academic clubs* supplement classroom work of some departments. Some of these clubs are the following: the *Accounting Club*, limited to accounting majors, provides talks by professionals as well as by faculty members and students; *American Chemical Society* features guest lecturers, social functions, and opportunities for practical work experiences; the *Biology Society* focuses on field trips, lectures, and activities that combine recreation with education; the *Philosophy Club* provides a forum for the discussion and exchange of issues of philosophical interest; the *Fairfield University Student Psychological Association (FUSPA)* sponsors movies, guest lectures, social events, and a monthly newsletter to keep members abreast of activities in the field; the *Sociology Club* plans field trips and guest lectures and sponsors faculty-student seminars; the *Student Nurses Association* serves as the unifying force among nursing students and sponsors a broad range of activities of interest to its members.

*Special interest groups* appeal to specific groups of students. Among these clubs is *UMOJA*, an African-American group, *SALSA*, an Hispanic group, the *Asian Student Association* and the *International Students Club*. These clubs strive to improve relationships among all students on campus.

*Service Organizations* reflect the interest of students in helping their fellow human beings. Among them are: the *Appalachian Volunteer Corps*, which provides students with an opportunity to work with Appalachian residents for a week or two each year; the *Cardinal Key Society*, which is involved with serving both the campus and the town communities through volunteer social work. Through

the Campus Ministry hundreds of students work in soup kitchens, halfway houses, tutoring programs and other activities designed to help the needy in neighboring cities.

*Communication organizations* are excellent outlets for those who have the gift of communicating: *The Sound* is the University literary publication of high artistic merit; *The Manor* is the University yearbook, totally produced, written, and designed by students; *The Mirror* is an independent weekly student newspaper distributed on campus; *Radio Station WVOF* presents daily broadcasts of rock, jazz, news, and public service materials.

*Music organizations* present opportunities for vocalists and instrumentalists. Among these groups is the *Chamber Orchestra*, which promotes the performance and appreciation of Medieval, Renaissance, Baroque, and Classical music; the *Fairfield University Glee Club*, which is a 90-voice mixed musical group that performs choral works both on and off campus; the Jazz Company; and Flute and Guitar Ensembles.

*Theatre Fairfield* is a student drama organization that presents several major productions a year along with a number of workshops, studio productions, guest productions, and special events.

## Athletics and Sports Activities

For men and women, Fairfield provides three types of organized athletics and sports activities: varsity sports, club sports, and intramural sports. Fairfield is in the university division of the National Collegiate Athletic Association (NCAA) and the Eastern Collegiate Athletic Conference (ECAC). In addition, Fairfield competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference.

Varsity sports for men include baseball, basketball, cross-country, golf, ice hockey, lacrosse, soccer, swimming, tennis and, in 1996, football. Women's varsity sports include basketball, cross-country, field hockey, soccer, softball, swimming, volleyball, tennis and, in 1996, crew. In most of these sports, Fairfield teams compete against conference (ECAC) and nonconference opponents and participate in invitational and post-season tournaments.

Club sports also provide intercollegiate competition, but these activities are organized and operated by students in conjunction with the Recreation Department. Club sports for men and women include crew, fencing, rugby, karate, skiing, women's soccer, equestrian club, men's lacrosse and women's lacrosse. Some of these teams participate in conference competition or belong to specialized athletic groups such as the Eastern Rugby Union.



Fairfield offers an extensive intramural sports program which runs from the second week of the fall semester to the end of the academic year in the spring. Intramural sports include basketball, softball, tennis, flag football, volleyball, soccer, racquetball, and inner tube water polo. Winning teams and individuals receive awards at the annual sports dinner.

The student who does not wish to participate in organized sports has the opportunity to make full use of Fairfield's modern Recreational Complex, the outdoor tennis courts and playing fields, and join in a variety of informal "pick-up" games that take place both indoors and outdoors on the campus at all seasons of the year.

## Campus Life

Student life at Fairfield takes place on a 225-acre campus of exceptional natural beauty. From an elevation of 180 feet and at a distance of two miles, the campus commands a broad view of Long Island Sound.

The modern buildings provide classrooms and laboratories for students, as well as living quarters for a resident community of more than 2,300 undergraduates and for members of the Jesuit community. Among the more important of the 40 major buildings and other facilities on campus are the following.

### The Residence Halls

A large proportion of Fairfield's student life centers in and around its eight residence halls. To facilitate students' adjustment to residence life as well as campus life in general, upperclass students, graduate students, resident Jesuits and professional educators serve in our residence halls. The student staff is trained to provide advice and counsel to other students and to supervise behavior in the residence halls. The resident Jesuits live on various floors with the students sharing their commitment, their experience and their concerns.

Residence halls are self-directed units. Together, students and staff decide what their aims will be and how they will achieve them. Through shared responsibility in all aspects of residence life, students develop a respect for the personal and property rights of fellow residents and of the University itself.

Upperclass students may elect to live in the University-owned townhouses. These units, located on the perim-



eter of the campus, offer students a greater degree of independence. Off-campus housing is another option for a select number of upper-class students. Full information about residence life on and off-campus may be found in the Student Handbook.

### The Campus Center

The Barone Campus Center is the social focal point for all sectors of the University community — students, faculty, administration, alumni, and guests. The Center contains a student dining room, faculty dining room, the mail center, Student Association (FUSA) offices, the bookstore, a snack bar and pub, game room and a variety of other facilities for student services. The Office of University Activities located in the campus center reserves space for and schedules such activities as concerts, art shows, lectures, auctions, conferences, and a variety of other University events. The Levee, a pavilion for student events, opened in 1995 and provides another alternative for social events.

## The Library

The Nyselius Library contains more than 255,000 carefully selected bound volumes, the equivalent of another 58,000 volumes in microform, and 1,800 journals and newspapers. A media department contains video and audio cassettes, and other audiovisual materials, as well as equipment for their use, and oversees a microcomputer laboratory. The stacks are open to all students and there is study space, primarily at individual carrels, for over 600 students at any one time. For the convenience of the campus community, the library is open more than 104 hours a week except during vacation periods.

## The Center for the Arts

In the spring of 1990, the University opened the new Regina A. Quick Center for the Arts, which has had a major effect on the schedule of activities. A 730-seat theatre, smaller experimental theatre, and an art gallery with a full schedule of exhibitions are among the features.

## The Recreational Complex

The Recreational Complex is adjacent to Alumni Hall, the gymnasium. Planned to help students develop lifelong physical skills, the Complex provides a 25-meter swimming pool with three diving boards; a fieldhouse unit that can be used interchangeably for badminton, volleyball, tennis, basketball; an indoor jogging area, enclosed courts that can be used for handball or racquetball; two exercise rooms with weight-training equipment; a multi-purpose room that can be used for modern dance, slimnastics, exercising, student club meetings; two saunas and a whirlpool bath; sunbathing deck; and locker rooms. Just outside are six all-weather tennis courts.

Adjacent to the complex is Alumni Hall, the gymnasium, which is used primarily for intercollegiate sports. Outdoor facilities include volleyball and basketball courts in addition to several fields and tennis courts that can be used by both men and women for a variety of intercollegiate, intramural, and club sports. A new locker facility for team sports, located adjacent to the athletic fields, opened in 1995. The broad expanses of the campus provide ample opportunity for spur-of-the-moment physical activity.

## Other Buildings

Other buildings include the Egan Chapel of St. Ignatius Loyola and Pedro Arrupe, S.J. Campus Ministry Center opened in the fall of 1990; the School of Nursing Building, Bannow Science Center, general classroom buildings

like Canisius Hall and Donnarumma Hall, and specialized facilities such as the PepsiCo Theatre.

The best way to appreciate the utility of these buildings and the modernity of their equipment is through a campus visit, which can be arranged by the Admission Office in Bellarmine Hall.

## Religious Activities

Because of its rich religious heritage, Fairfield University encourages student participation in religious activities, most of which emanate from the Campus Ministry Office, located in the Egan Chapel of St. Ignatius Loyola and Pedro J. Arrupe Ministry Center.

*The Campus Ministry Team* is composed of four Jesuit priests, a religious sister, a laywoman, and a Protestant minister. As a community of faith, service and friends, Campus Ministry seeks to assist students by nurturing communities of faith and worship, fostering personal growth and development, offering opportunities for continuing Christian education, and coordinating programs of local and international service to those in need.

Members of the University are welcome to drop in anytime or make an appointment with one of the campus ministers.

## Security

The Security Department is responsible for the safety and security of persons and property associated with Fairfield University. The office is open, and security officers are on patrol, 24 hours a day year-round. Violations of University regulations which require immediate attention should be reported to the Security Department.

The Security office is located in Room 2 on the ground floor of Loyola Hall. To reach the department from an outside telephone line, dial 254-4090; from an inside line, dial extension 4090.

## Parking

All vehicles must display a valid parking permit and park properly in the designated area. Parking permits may be obtained at the Security Department, Room 2, Loyola Hall.

Unauthorized vehicles in handicapped, fire lane, or service vehicle spaces will be towed at the owner's expense. Handicapped vehicles must properly display an official campus or state handicapped permit. A pamphlet detailing traffic and parking regulations is available at Security.

---

**ADMISSION,  
EXPENSES,  
AND  
FINANCIAL AID**

---



## Admission

Fairfield University admits without discrimination students of any sex, race, color, marital status, sexual orientation, religion, national or ethnic origin, or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University.

### Freshman Admission

Freshman students are admitted in September only. The applicant should have received the high school diploma from a recognized high school or preparatory school, and should have acquired no less than 15 units in college-preparatory studies. The *unit* is commonly understood as a measure of credit assigned for the successful completion of a high school course which meets four or five times each week throughout the year; *college-preparatory units* are those which are usually found in that curriculum of the high school which explicitly prepares for college.

No vocational, commercial, or industrial units are considered to be preparatory to the work of the liberal arts college. Candidates for admission must take units chosen from the following areas.

### BASIC REQUIREMENTS

English .....	4
Mathematics .....	3-4
(may include)	-Algebra 1
	-Algebra 2
	-Geometry
	-Pre-calculus
	-Calculus
Foreign Language .....	2-4
Laboratory Science .....	1-3
(may include)	-Earth Science
	-Biology
	-Chemistry
	-Physics
History .....	2-3

Candidates interested in mathematics, business and the sciences are urged to pursue a fourth unit of mathematics, preferably pre-calculus or calculus, and a third unit in the sciences. Candidates for nursing must have one laboratory course in chemistry.

In addition to the basic requirements, the applicant must present evidence to indicate interest in and competence for college studies. To that end he or she must submit the complete record of high school studies, together with other supporting materials as described in the admission application form. All applicants are also required to take the College Board Scholastic Aptitude Test (SAT I) or the American College Testing Program Assessment (ACT). The deadline for all Regular Decision applicants to have all application materials (application, high school transcript, SAT I or ACT scores, and recommendation) in the Admission Office is March 1. The University also strongly recommends that interested students come to campus for a personal interview with an admission counselor. Applicants should normally rank in the top 40 percent of their class, and all applicants are advised to take SAT II subject examinations for placement purposes only. The subject examinations suggested to be taken are English, mathematics, and a modern foreign language. Applicants interested in majoring in a particular science are advised to take the subject examination in that science in place of the modern foreign language examination. Candidates for the pre-medical and pre-dental programs preferably will take the chemistry examination. Candidates for the nursing program will take either the chemistry or biology examination. The same pattern will apply to those submitting scores from the American Testing Program (ACT).

It is recommended that students who speak English as a second language take the Test of English as a Foreign Language (TOEFL) regardless of their length of residence in the United States or their place of birth.

### Early Decision

Academically qualified students who have selected Fairfield as their first choice are strongly advised to pursue the option of Early Decision. Students who wish to be considered for Early Decision admission must have all application materials (application, high school transcript, SAT I or ACT scores, and recommendation) in the Admission Office by December 1. We consider it the responsibility of interested students to visit the campus prior to the December 1 application deadline, and an interview before that date is strongly recommended. Those students who are admitted under Early Decision have an obligation to attend Fairfield and withdraw any applications to other colleges and universities. A special section appears on the application for Early Decision consideration. The applicant, his or her parent, and guidance counselor must sign the commitment form in this section.

## Early Admission

Superior students who have completed a four-year high school program at the end of three years may apply for admission to the University.

## Wait List

Freshman applicants to Fairfield will receive one of three decision letters: admit, deny, or wait list offer. Wait list students who are serious in their intent to remain on the wait list are asked to submit a processing fee to hold their place. This fee is refundable or applied toward tuition if the student is eventually offered and accepts admission.

## Alumni Relatives

One of the strongest endorsements an educational institution can receive is to have alumni send their children to their alma mater. At Fairfield we believe that such candidates can contribute significantly to enhancing the tradition and the spirit that are an important part of a Fairfield education. In light of this, it is our policy to give special consideration to the sons and daughters of alumni who apply as well as to the brothers and sisters of current students and alumni. In reviewing such applications, special importance is attached to family ties to help ensure that a sizable number of these candidates will be admitted to the University.

## Transfer Admission

### Admission to Advanced Standing

The University welcomes qualified students for either first or second semester who wish to transfer to Fairfield from other accredited colleges. Students interested in transferring must have accumulated at least 30 credits and have maintained at least a 2.5 average. In some cases, a minimum of 15 credits with a 2.5 average and above may be considered for transfer application. To apply, the student must submit, in addition to the required application forms, a high school transcript, SAT I or ACT scores, college records, and a recommendation (Form C) verifying that the student is in good standing and eligible to return to his or her former college.

Each candidate will be individually reviewed and a program determined according to his or her needs and accomplishment.

Every effort is made to accept transfer credit as a program rather than totaling single course credits, so that a student may be admitted to a specific year at Fairfield, e.g., accepted as a second semester sophomore or first semester junior. The core courses of Fairfield's program should be met, but appropriate adjustments will be made in the individual case.

Every transfer student is required to complete at least two years of full-time undergraduate study in order to receive a Fairfield University Bachelor's Degree.

Applications should be directed to the Admission Office. The application deadline for September admission is June 1; the application deadline for January admission is December 1.

## Visiting Foreign Students

Nonmatriculated foreign students may attend Fairfield University on a full-time basis for a semester or academic year. Such students are accepted into the academic programs at Fairfield and are treated as regular members of the student body. They are usually full-fee paying students.

International students seeking to attend Fairfield University as visiting foreign students should contact the office of the Dean of the College of Arts & Sciences directly. They will need to supply the following documentation:

- 1) A complete and certified listing of all academic institutions attended, including dates of entry, grades, termination, and title of the certificate or diploma received. Include rank in class if available. These documents should be prepared in English or with English translation.
- 2) A demonstration of proficiency in the English language. The best documentation consists of a score of 550 or higher on the Test of English as a Foreign Language (TOEFL) or results of the SAT exam taken in English.
- 3) Proof of sufficient financial support for the period of the student's stay at Fairfield, including tuition, room and board, and transportation.
- 4) An F-1 student visa which is required for entry into the U.S. for the purpose of studying full-time at Fairfield. Such visas are issued by the U.S. Embassy or Consulate in one's own country.

## Expenses

### Tuition and Fees

**Application Fee** \$ 40.00  
(This fee is not refundable)

#### Tuition

All undergraduate students \$8,000.00

Per semester payable on or before August 1 and January 1. An acceptance deposit (not refundable) of \$250.00 is paid on acceptance of the notice of admission; it is credited toward the semester's tuition.

#### Resident Student Fees:

Residence Halls and Meals \$3,300.00

Townhouse (Room Only) 2,615.00

Per semester payable on or before August 1 & January 1.

Residence Hall Deposit \$150.00

Townhouse Deposit 150.00

Not refundable if reservation is voluntarily canceled.

Refunded when graduating or leaving the school or University housing.

**General Fee** \$340.00

Per year. This fee covers 24-hour infirmary services at the University Health Center, admission to all home athletic events, support of the Student Government activities and the student radio station operation.

#### Special Fees

Orientation \$200.00

Laboratory Fee (per course) 20.00

Fine Arts Materials Fee (per course) 35.00

Computer Science and Information

Systems courses (per credit) 15.00

Practice Teaching 25.00

Extra course (per credit hour) 510.00

Continuous Registration for

Educational Leave (per semester) 25.00

Change of Single Course 10.00

Late Registration (\$10.00 per course) 50.00

Automobile Registration Fee 50.00

Returned Check Fee 20.00

Commencement 90.00

Academic Transcript 4.00

Nursing student costs:

Two uniforms and equipment (estimated) 150.00

Student malpractice insurance 20.00

Transportation to clinical experience is the responsibility of the student.

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary.

All checks are to be made payable to Fairfield University. The University reserves the right to make a finance charge computed by a periodic rate of 1% per month which is an annual rate of 12% on amounts past due 30 days or more and to add all costs of collection, including a reasonable sum for attorneys fees, or charge a one-time \$50 late fee per semester.

International students who are admitted must make known to the University the source of their financial support for their college education. They will be expected to make payment of a full year's tuition, fees, and room and board before their certificate of eligibility (Form I — 20A) is issued.

The University makes available a monthly payment plan as well as federal, state and private loan programs. Brochures on the payment plan and the loan programs will be available to all students. Please contact the Office of the Bursar for additional information.

No degree will be conferred and no transcripts will be issued until all financial obligations to the University have been met.

### Institutional Refund Policy

Refunds as the result of official withdrawal through the University's Registrar Office will be made according to the following schedule. General and special fees are not refundable. For students receiving Title IV Federal Aid, please refer to the Financial Aid section of the catalogue.

<i>Official Withdrawal Date</i>	<i>Refund</i>
first week	90%
second week	80%
third week	60%
fourth week	40%
fifth week	20%
sixth week	0%

**NOTE:** All financial obligations to Fairfield University must be met prior to registration for follow-on semesters.



# Financial Aid

## Financial Aid Policy

Fairfield University administers a comprehensive financial aid program offering assistance on the basis of need and merit, with funds derived from university, state and federal government, and private student aid programs. Need-based funds are distributed following a thorough analysis of a family's ability to pay for educational expenses. The amount of need-based assistance provided to a student will vary from year to year depending on the student's need and the availability of funds. Merit-based awards are made to academically talented students as entering freshmen and are generally renewed for their remaining three years of enrollment. Renewal of any type of assistance is contingent on the recipient making satisfactory academic progress.

Students who demonstrate need will receive a "package" of assistance which may consist of grants, scholarships, student employment, and student loans. Although the university invests a significant amount of its own resources in its student aid programs, funds are limited and it is not always possible to meet a student's full need. In those instances where a family needs additional resources, the university will recommend a payment plan and a number of loan options.

Financial aid awards are usually made to prospective freshmen by the first week of April. All freshmen aid applicants will be notified of their eligibility by May 1. Upperclassmen who apply for financial aid will receive their award notifications beginning in June.

Staff members in the Office of Financial Aid are available throughout the year to answer questions and to provide assistance. The Office of Financial Aid is located in Bellarmine Hall, room 315, and may be reached by phone at (203) 254-4125.

## Application Procedures

To apply for financial aid, all students must complete the Free Application for Federal Student Aid (FAFSA) and the Profile Form and must submit the forms to their respective processing centers by university deadlines. Prospective freshmen are required to complete the FAFSA and Profile Form by February 15; transfer students and upperclassmen must apply by April 1. Upperclassmen must also submit complete, signed copies of their own and their parents' federal income tax returns

from the preceding calendar year to the Office of Financial Aid by April 15. Entering freshmen are also required to submit tax returns once the decision is made to attend the university, but not later than May 1. Other forms and documents may be requested of applicants depending on individual circumstances.

Early Decision candidates must complete the Profile Form and submit it for processing by December 1. Registration packets for the Profile Form may be obtained from the Office of Financial Aid. Early Decision candidates should submit the Profile registration form by November 15 to ensure that the Profile Form is available for processing by December 1. Students will receive a tentative award decision in early January. To finalize the award, students must later file the FAFSA by February 15 and must submit copies of tax returns by May 1.

## Renewal

Need-based awards of university grants and scholarships will be renewed provided that the recipient reapplies for aid by university deadlines and continues to demonstrate sufficient need. Awards may be increased or reduced depending on changes in a student's need. Renewal of awards of state and federal funds will depend on a student's continued eligibility and on the availability of funds.

Merit-based awards will be renewed at the same amount received as an entering freshmen. Merit awards are generally not available to transfer students or to upperclassmen who did not receive a merit award as freshmen. Renewal of any type of award is contingent on a student making satisfactory academic progress.

## Academic Eligibility

For students to be eligible for financial aid, they must be in good academic standing and must make satisfactory academic progress towards a degree. Students are placed on academic probation when their quality point average (QPA) falls below minimum standards established by the university. (Specific requirements for good academic standing are described elsewhere in this catalogue). Students placed on academic probation are considered eligible for aid. However, consecutive terms of probation may result in dismissal, at which time aid eligibility would be suspended. For the purposes of financial aid eligibility, satisfactory academic progress is defined as the successful completion of a minimum of

one-fifth of the credit requirements for the baccalaureate degree per year of full time study. Proportional progress must be made by less than full time students. Students who fail to successfully complete an adequate number of credits, will not be eligible for any form of financial assistance until additional coursework is completed.

Students who lose eligibility for financial aid as a result of academic deficiencies and later reestablish eligibility, are not guaranteed reinstatement of the same amount or type of assistance received previously. In those instances, eligibility for aid will be dependent on a variety of factors including demonstrated need, the timeliness of the application for financial aid and the availability of funds.

The university realizes that individual circumstances may affect a student's academic performance. Students who have not met the academic requirements for continued financial aid eligibility may make an appeal for reinstatement if mitigating circumstances exist.

## Estimate of Expenses

The student cost of attendance used in determining financial aid eligibility includes direct charges from the University as well as other expenses incurred by a student during the course of the academic year. For the 1994-95 academic year, the cost of attendance for a full time resident student is as follows:

Tuition & Fees	\$16,340
Room & Board	6,600
Books & Supplies	500
Transportation	100
Personal Expenses	700
<b>Total Resident Student Budget</b>	<b>\$24,240</b>

## Academic Failure

Those who are asked to withdraw from the University for academic failure will lose all entitlement to financial aid.

## Financial Aid Available

The following is a listing, brief description, and general award ranges of the financial aid programs available at Fairfield University.

## Scholarships and Grants-in-Aid

*Presidential Scholarships:* Eighteen scholarships valued at \$7,000 each are awarded on the basis of academic excellence, without regard to financial need. These awards are renewable each year on condition of satisfactory performance.

*Fairfield Scholars:* A number of partial scholarships are awarded to entering students who have demonstrated outstanding academic achievement.

*Fairfield University Scholarships and Grants:* In addition to the scholarships listed above, a limited number of scholarships and grants are awarded by the University. Their number and stipend depend upon the current status of revenues from which they are drawn. Demonstrated financial need as well as academic performance and potential are the criteria used in determining the recipients.

Brother/sister grants are available. For two brothers or sisters: \$100 per student per semester; for three brothers or sisters: \$200 per student per semester.

Most scholarships and grants-in-aid are packaged with other types of federal or state aid.

## Federal Grants

*Federal Pell Grants:* A federal entitlement program which provides grants of up to \$2,340 to eligible students who are pursuing their first baccalaureate degree.

*Federal Supplemental Educational Opportunity Grants:* Outright grants from federal funds are made available to students who demonstrate exceptional financial need.

## State Scholarships and Grants

All financial aid applicants are expected to investigate the opportunities that exist in their home state for direct scholarships or grants. Students should contact their state board or commission for higher education, or see their high school guidance counselor for information.

## Loans

*Federal Perkins Loans:* A campus-based Federal loan program for students with exceptional need. Recipients are selected by the university. No payments of principal or interest are required until after the borrower completes his or her education, at which time repayment at 5% interest is assessed. Repayment may extend up to ten years, depending on the amount borrowed.



**Federal Stafford Loan Program:** Loans may be obtained from any participating lender, however the university will recommend a lender to students who have not previously borrowed. Up to \$2,625 per academic year for freshmen, \$3,500 per academic year for sophomore level students or \$5,500 per academic year for junior and senior level students may be borrowed. Repayment begins six months after graduation at which time interest is assessed. Families must file a Free Application for Federal Student Aid (FAFSA) before a Federal Stafford Loan can be processed. The FAFSA will determine if the student will be eligible for a subsidized loan (government pays interest while student is enrolled) or unsubsidized loan (student pays or allows interest to accrue while enrolled full-time).

**Parent Loan Program:** A program of loans to parents of dependent undergraduate students. Through a bank, a parent may borrow up to the cost of education minus any financial aid received during any one academic year. Repayment begins 60 days after disbursement of the loan at a variable rate of interest.

**Family Education Loan Program:** Loans to assist families pay the cost of attending the University. Repayment of interest only begins approximately 60 days after money is disbursed at a fixed rate of 8.25%. Families may borrow from \$2,000 to \$20,000 per year depending on the cost of the school. For information contact the Connecticut Higher Education Supplemental Loan Authority 1-800-252-FELP (in Connecticut) or 1-203-522-0766 (from out of state).

**Alternate Financing Plans:** A variety of financing plans are available from lending institutions. The University also has an arrangement with various companies that offer flexible plans for payment of educational expenses. Please contact the Office of Financial Aid or the Office of the Bursar for further information.

## Campus Employment

**Federal Work-Study Program:** Jobs on the campus may be arranged for students demonstrating need. Where possible, the work assigned relates to the student's field of study.

**University Employment:** Students who are not eligible for participation in the Federal Work-Study Program, but who desire extra spending money, may obtain employment in the cafeteria, the bookstore, and several other campus locations.

## Named Scholarships

Through the generosity of individuals, corporations and foundations, a number of scholarships have been made available to students at the University. These gifts continue the rich tradition of philanthropy that characterizes American life, and it is through the donors' generosity that Fairfield is able to offer these scholarships. The University is pleased to be a beneficiary of that tradition and commitment.

Students applying for financial aid are considered automatically for the named scholarships listed here, which are administered by the Financial Aid Office in accordance with the wishes of the donors.

**Alumni Association Scholarship:** A scholarship awarded over four years to an incoming first year student in the undergraduate school who is the son or daughter of an alumnus/alumna of Fairfield University. Interested applicants should contact the Office of Alumni Relations.

**Alumni Minority Scholarship:** A fund established with the proceeds from the annual Alumni Association Awards Dinner to meet the needs of minority students who are enrolled at Fairfield University and require financial assistance.

**Edward F. Bader '63 Minority Scholarship:** A scholarship funded in 1993 to assist minority students who demonstrate financial need and attain a minimal 3.0 QPA following their freshman year.

**Beiersdorf Nursing Scholarship:** An endowed scholarship established in 1986 by Beiersdorf, Inc. of Norwalk, Conn., to assist students in the School of Nursing.

**Carl and Dorothy Bennett Scholarship:** A fund established by Mr. and Mrs. Carl Bennett to provide annual scholarships for Fairfield University students on a financial need basis.

**Barbara M. Berchem Memorial Scholarship:** An endowed award established in 1988 by University trustee Robert M. Berchem '62, Esq., to honor the memory of his mother. This scholarship benefits a student from Milford, CT.

**John & Jane Bohnsack Scholarship:** A scholarship fund established in 1985, to be awarded on the basis of financial need and divided equally between a nursing student and a business student.

**Salvatore F. Bongiorno Scholarship:** Established in 1993 in memory of a beloved University faculty member who chaired the Biology Department, to assist minority biology majors (juniors and seniors) who plan further studies and careers in the Life Sciences.

**The Mr. and Mrs. Charles A. Bott Scholarship:** Established by Mrs. Charles A. Bott and the late Mr. Bott of Huntingdon Valley, Pa., the fund provides for assistance to students with financial need.



*John V. Brennan Scholarships:* A gift from John V. Brennan, president of U.S. Underwriters, Inc., and parent of Paul F. Brennan '89, provides scholarships to enable minority students to benefit from a Fairfield education.

*Marina Holder Brewster Memorial Scholarship Fund:* Established by Dr. and Mrs. John P. Sachs to give financial assistance to nursing students.

*Ned John Briggs Memorial Scholarship:* Established in 1989 by the estate of his mother, Kathryn V. Briggs, this endowed scholarship perpetuates the memory of Ned John Briggs, who attended Fairfield in 1965 and 1966. It is awarded on the basis of academic potential and need.

*Gladys Brooks Foundation Scholarship:* Created in 1986 to enhance Fairfield's ability to attract students of the highest quality. Recipients will be asked to assume a "moral obligation" to support the University after graduation by voluntary service and/or contributions. Criteria for scholarship recipients include secondary school class rank, scholastic aptitude test scores, extracurricular activities, and leadership potential.

*Sophie Burger and Pauline Hagen Scholarship:* An endowed scholarship made possible by the generosity of Carl E. Hagen (Class of '65) through the Chipman Union Foundation to provide financial aid assistance to students in the School of Business.

*The Burger King Fellowship:* An endowed scholarship established by The Burger King Corporation to provide scholarships for minority students.

*Anna Cain Scholarship:* A fund to support students who demonstrate both financial need and strong academic qualifications. Established in 1978, the scholarship is a bequest of the late Anna Cain, an area educator who took many advanced courses at Fairfield.

*Teisha Capozzi O'Leary Scholarship:* Established in 1991 by her husband and family to honor the memory of this 1987 alumna. The endowed award benefits a computer science major, preferably a woman and a graduate of Notre Dame High School in Fairfield, who best exemplifies Teisha's "funny, loving, and irresistible personality."

*Chase Manhattan Scholarship:* An endowed scholarship fund which assists students on the basis of both need and academic promise. Current restrictions limit this award, which was established in response to a challenge grant from the Louis P. Calder Foundation, to New York City residents.

*Douglas E. Ciacci '65 Scholarship:* A fund established in 1985 in memory of this outstanding member of the Class of 1965. Proceeds provide scholarships to the Connecticut student-athletes who best demonstrate Doug's drive, compassion, courage, and leadership. Principal benefactors include J. Jeffrey Campbell '65 and the Pillsbury Company, in addition to members of Doug's class.

*Citytrust Scholarship:* An endowed scholarship established in 1985 by Citytrust Bank to provide financial aid assistance to Fairfield University minority students.

*Class of 1983 Scholarship:* Established by members of Fairfield University's Class of 1983 at the time of their graduation to provide financial aid to future students.

*John A. and Edna Connaughton Scholarship:* An endowed scholarship established in 1986 in memory of Mr. and Mrs. Connaughton by Mrs. Connaughton's daughter, Mrs. Charles A. Bott of Huntingdon Valley, Pa. The fund will provide aid to students with financial need.

*Connecticut Post Scholarship:* Established by the Post Publishing Company of Bridgeport, Conn., to provide financial aid assistance to minority students.

*Dr. Robert F. Conti '51 Scholarship Fund:* An endowed scholarship established in 1994 to benefit students in the pre-medical program.

*Arsene Croteau Family Scholarship:* A fund to provide a scholarship to a student at Fairfield University majoring in French.

*William Cummings and Brothers Scholarship:* A scholarship fund established by Mary C. Cummings in January 1968. Income is to be granted to entering freshmen from the town of Fairfield.

*James and Denise Daly Nursing Scholarship:* An endowed fund created in 1991 by Mr. and Mrs. James J. Daly to provide financial aid to Fairfield University nursing students.

*David J. Dolan Memorial Scholarship Fund:* An endowed scholarship established by Mr. and Mrs. Charles F. Dolan, honoring the memories of Mr. Dolan's father and brother. Income will provide financial aid assistance to Fairfield University students.

*Dramatic Society Scholarship:* A scholarship awarded to a member or members of the Dramatic Society in return for assistance to the Director.

*E. & F. Construction Company Scholarship:* A scholarship funded by the E. & F. Construction Company to assist students attending Fairfield University.

*Rev. Anthony J. Eiardi, S.J., Scholarship Fund:* A fund created in 1986 by the estate of Dominic R. Eiardi, who left the bequest in honor of his brother, Father Eiardi, a retired member of the Fairfield University mathematics department faculty. The fund will provide scholarship opportunities for deserving undergraduate students.

*Helen T. Farrell Scholarship Fund:* A fund created in 1983 from the estate of Helen T. Farrell, who was a Westport, Conn., resident, to provide financial aid to undergraduate students.

*Professor Thomas J. Fitzpatrick, Sr. Minority Accounting Scholarship:* A fund established by former Professor of Accounting Thomas J. Fitzpatrick, Sr. to assist a minority student majoring in Accounting in the School of Business.

*Nelson Fusari Memorial Scholarship Fund:* Established by Mr. and Mrs. Albert Fusari in 1981 in memory of their son Nelson (Class of '83) for the benefit of handicapped students.

*F.U.S.A. Scholarship:* An endowed scholarship established by the Fairfield University Student Association in 1985. Income will provide financial aid assistance to Fairfield University students.

*John P. Gahan Memorial Scholarship:* A fund donated by friends of the father of John P. Gahan (Class of '61). John was killed after completing one year of school.

*Morton Globus Memorial Scholarship:* An endowed scholarship which will be awarded to a student majoring in finance in the School of Business, based on financial need and academic qualification.

*John T. Gorman, Jr. Scholarship:* Established by John T. Gorman, Jr. (Class of '54) in 1984 to provide undergraduate students with financial aid.

*Simon Harak/John P. Murray, S.J. Memorial Scholarship:* Created in 1976, this endowed scholarship provides annual financial aid assistance to members of the University Glee Club. Preference is given to students who are sons or daughters of Glee Club alumni.

*Cornelius A. Heeney Scholarship:* Created by the Brooklyn Benevolent Society, this scholarship assists students who reside in Brooklyn and who demonstrate financial need.

*William Randolph Hearst Scholarship:* An endowed scholarship fund established in 1986 by the William Randolph Hearst Foundation for School of Business students with financial need.

*Hoechst Celanese Minority Scholarship:* A fund created by Hoechst Celanese Corporation to assist minority students from New Jersey who are in the School of Business.

*Rev. William H. Hohmann, S.J., Memorial Scholarship:* A scholarship established by alumni and friends in memory of Father Hohmann, who was chairman of the University's economics department until his retirement. Father Hohmann died in 1983. The scholarship will be given to an economics major at Fairfield University on the basis of need.

*The Lorraine Hoxley Scholarship:* Established in memory of Lorraine Hoxley, '66 M.A., by her husband Paul Hoxley of Sun City, Ariz., the fund is used to assist needy students.

*Rev. Gerald F. Hutchinson, S.J. Scholarship:* Inaugurated by an anonymous donor to honor the memory of Fr. Hutchinson. The scholarship provides annual benefits to a student or students with demonstrated need majoring in chemistry.

*The Frank H. James Memorial Scholarship:* A bequest from the estate of Frank H. James, late president of the Hat Corporation of America, established a fund to provide to students who are residents of Fairfield County and have financial need.

*Jesuit Scholarship Fund:* An endowed fund established in 1983 by the Fairfield Jesuit Community to provide annual scholarships to Fairfield students on a financial need basis.

*The Keating Family Scholarship Fund:* A need-based, renewable scholarship for undergraduate students, established in 1991 by a bequest from the late Loretta M. Keating.

*Aloysius and Teresa Kelley Scholarship:* Established by a gift from Carmen A. Tortora on the occasion of the twenty-fifth anniversary of the ordination of the Rev. Aloysius P. Kelley, S.J., the proceeds from this fund will be available each year to assist an academically qualified and financially needy student at Fairfield University.

*The Abbas Khadjavi Memorial Scholarship:* A scholarship in honor of Dr. Khadjavi, a member of the Fairfield University faculty who died in 1983. Funded by family and friends, the scholarship will provide financial assistance to Fairfield students.

*Edward F. Kirik, Sr. Scholarship:* An endowed scholarship established in 1988 to benefit qualified Fairfield University students of Polish-American descent.

*John G. and Marie T. Kolakowski Scholarship:* Established in 1994 by the Kolakowski children in honor of their parents, both of whom taught in Fairfield University's Department of Modern Languages for many years. The award is restricted to foreign language majors who need financial assistance.

*Lt. William Koscher '67 Scholarship:* Awarded each year to a graduating senior, this scholarship was established by the parents of alumnus William Koscher, who died in a military training accident soon after his graduation.

*Mary Louise Larrabee Fine Arts Scholarship:* An annual award underwritten by Mrs. Larrabee to benefit a Fine Arts major entering his or her senior year. The award is based on academic excellence, demonstrated need, service to the Fine Arts department, and potential for future achievement in the fine arts.

*Rev. Victor F. Leeber, S.J. Scholarship:* Established in 1992 by friends and family of Fr. Leeber on the occasion of his retirement from the University's faculty, the award benefits a deserving student who is a major or minor in Spanish.

*Thomas P. Legen '78 Memorial Scholarship:* Created in 1994 to provide an annual scholarship to a student from Bridgeport or the surrounding area who demonstrates financial need. Underwritten by contributions from People's Bank and Mr. Legen's friends and associates.



*Lawrence Lessing Scholarship:* This endowed scholarship benefits an individual with financial need. It was established in 1990 by Stephen Lessing '76 and other family members to honor his father.

*George A. and Grace L. Long Scholarship:* A scholarship fund given by the George A. and Grace L. Long Foundation for support of nursing students.

*Loyola/Aileen Thomann Memorial Scholarship:* Established in January 1992 by her family, this scholarship honors the memory of Aileen Thomann, a member of the Class of 1994 who was very involved in the music ministry at Egan Chapel and who died during her sophomore year. There are no restrictions other than financial need, although preference is given to a member of the Loyola Chapel Singers.

*Loyola Chapel Community Scholarship:* Established to provide financial aid assistance to a member of the junior or senior class at Fairfield University active in Campus Ministry activities.

*Donald S. Lupo Memorial Scholarship:* An endowed scholarship in honor of Donald S. Lupo, an alumnus of Fairfield University (Class of '62). The Fund, established by friends and associates at Merrill Lynch, will provide financial aid to students in need.

*Roger M. Lynch '63 Scholarship:* An endowed scholarship, established by Mr. Lynch, to be awarded to a full-time student in the School of Business who has demonstrated financial need, academic initiative, and the capacity to derive the most from his or her talents.

*Marketing Corporation of America Business School Scholarship:* An endowment fund created by Marketing Corporation of America, providing scholarship aid to worthy students in the Fairfield University School of Business.

*The Robert, Carrie and Edna McClenahan Scholarship:* An endowed scholarship awarded annually on the basis of need and scholastic ability to a student with a special interest in and an aptitude for the study of French language and culture.

*Rev. Thomas A. McGrath, S.J., Scholarship:* Established in 1986 by John Levery of Fairfield, Conn., and other friends. Father McGrath, who died in 1992, was a longtime professor of psychology, a greatly admired teacher, counselor, and priest. The scholarship is awarded on the basis of need.

*Elizabeth DeCamp McNerny Scholarship Fund:* A permanent scholarship established by The Ira W. DeCamp Foundation created under the will of Elizabeth DeCamp McNerny. The fund will provide financial assistance to qualified students for undergraduate study relating to the health sciences.

*Edward F. McPadden Memorial Scholarship:* A scholarship fund created by Anabel McPadden Davey in honor of her brother, Mr. McPadden.

*John C. Meditz '70 Scholarship:* This endowed scholarship was created by alumnus John C. Meditz and his mother, the late Clara Meditz. Established in response to a challenge grant from the Louis P. Calder Foundation, the scholarship requires residency in one of New York's five boroughs.

*Merrill Lynch & Co. Foundation, Inc. Scholarship:* An endowed scholarship established by Merrill Lynch & Co. Foundation, Inc. to provide financial support for minority students.

*Merritt 7 Corporate Park Scholarship:* An endowed scholarship funded by the First Merritt Seven Corporation to provide financial assistance to Fairfield students.

*St. Michael the Archangel Scholarship:* Established in 1988 by an anonymous donor, this endowed scholarship benefits an undergraduate who demonstrates financial need. Preference is given to Bridgeport and Fairfield residents.

*William T. Morris Memorial Scholarship Fund:* A scholarship fund established to provide financial assistance to needy students attending Fairfield University.

*New York State Governor's Scholarship:* Financial aid is provided to students who are residents of New York State, are previous recipients of awards from the Governor's Committee on Scholastic Achievement, and who have applied for financial aid.

*Jamie and Laura O'Brien Scholarship:* A scholarship fund established in 1986 by William O'Brien of Enfield, Conn., James O'Brien of Fairfield, Conn., and Richard O'Brien of Ashland, N.H., and other family members and friends to honor two young retarded members of the O'Brien family. Restricted to students who have financial need, are academically qualified for Fairfield University, and who are immediate members of a family with a retarded child.

*The Rev. W. Laurence O'Neil, S.J. Scholarships:* Established by TransAmerican Natural Gas Corporation in honor of the longtime counselor and Dean of Students, these awards are made to students who demonstrate financial need. Seventy-five percent of the awards go to Hispanic students with a preference given to Mexican-Americans.

*Gia Orlando Memorial Scholarship:* A fund established in 1985 by Carl Orlando '64 in memory of his daughter. Restricted to a senior or seniors who perform to the best of their abilities academically and who demonstrate a spirit of generosity and unselfish caring reminiscent of Gia Orlando.

*Lawrence F. O'Shea '56 Scholarship:* An endowed scholarship established in 1988 by Mr. O'Shea to assist students with demonstrated financial need.



*Howard T. Owens, Sr., Scholarship:* An endowed scholarship fund created in 1986 by family members and friends of Mr. Owens, who received an honorary doctor of laws degree in 1967 from Fairfield University. Restricted to students in need of financial assistance.

*Pace-Barone Scholarship:* This award, a full-tuition scholarship, benefits a minority student each year who has graduated from either Bassick or Harding High School in Bridgeport, Conn. It was established in 1987 by Rose Marie Pace Barone, who taught business in Bridgeport high schools for 25 years.

*People's Bank Scholarship:* Awarded to minority students from the greater Bridgeport area, this scholarship was established by the bank in 1987.

*Elizabeth M. Pfriem Scholarship:* A scholarship created in 1989 by Mrs. Pfriem, former president of the Bridgeport Post Publishing Company, to provide assistance to Fairfield University minority students.

*J. Gerald Phelan Scholarship:* Donated by J. Gerald Phelan in 1964 for a scholarship fund.

*Phi Kappa Theta Memorial Fund:* A scholarship established in 1980 with funds generously provided by alumni members of Phi Kappa Theta Fraternity in memory of Fraternity member David Caisse '71. Preference for this annual scholarship is given to a physically disabled student.

*Joseph A. Pollicino/CIT Group Scholarship:* Restricted to students in the School of Business, this scholarship was established by the CIT Foundation in 1987 to honor Mr. Pollicino, who is Vice Chairman, CIT Group Holdings, and the fund has since been supplemented by gifts from Mr. Pollicino. He is the father of John Pollicino, Class of 1982, and Kerry Pollicino, Class of 1988.

*Pope Foundation Scholarship:* An endowed scholarship to assist students with demonstrated financial need.

*Pope Foundation/New York Scholarship Fund:* An endowed scholarship to assist students with demonstrated financial need.

*Thomas Puglise Honorary Scholarship:* An endowed fund established in 1993 to honor Mr. Puglise's many years of years of teaching at Stratford High School. The fund assists needy students entering Fairfield from Stratford High School.

*Mary B. Radwick Scholarship:* A fund created from the estate of Mary B. Radwick to provide financial assistance to students.

*Paul Scolaro Memorial Scholarship Fund:* A fund established by family, alumni, and friends in memory of Paul J. Scolaro (Class of '78). This award is given annually to a modern languages major at the recommendation of the department. Academic achievement, financial need, and University community involvement are the basis for the award.

*Donna Rosanne Carpenter-Sederquest Memorial Scholarship Fund:* An endowed fund established by family members and friends in memory of Donna Carpenter-Sederquest, who attended Fairfield University. Restricted to communication arts and English majors in the top ten percent of their high school classes, with preference given to students with financial need who are graduates of Fairfield High School or reside in Fairfield County. The scholarship is dedicated to the perpetuation of the academic, professional, and personal excellence Donna so well embodied.

*Isabelle C. Shea Nursing Scholarship:* An endowed fund established in 1984 by the George A. Long and Grace L. Long Foundation to honor the memory of Mrs. Shea, a longtime friend of Fairfield University. Income will provide financial aid assistance to Fairfield University nursing students.

*James D. Small '70 Scholarship:* Established in 1990 by the family and friends of this alumnus who had forged a successful career in banking and died at age of 42. Preference goes to students with financial need, who have a parent working in the banking industry.

*John J. Sullivan Scholarship:* A fund established by friends of John J. Sullivan, first selectman of the Town of Fairfield, Conn., from 1959 to 1983, for a scholarship to be given to a politics major.

*Surdna Foundation Scholarship:* An endowed fund established in 1985 to underwrite scholarships for the benefit of minority students.

*Robert A. Torello '56 Scholarship:* This fund provides an award to an incoming freshman with one or both parents deceased. The fund is supplemented by proceeds from the Robert A. Torello Annual Memorial Scholarship Golf Tournament held in Orange, Conn.

*UST Scholarship:* A scholarship for minority and women students whose academic promise and outside interests mark them as highly motivated candidates. Participants will also have the opportunity to compete for paid summer internships.

*Mr. and Mrs. Leo J. Waters Scholarship Fund:* A scholarship fund established by Mr. and Mrs. Waters to provide financial assistance to Fairfield University students.

## Federal Refund Policy

In accordance with the Department of Education regulations dated November 29, 1994, this federal refund policy is in effect for students receiving Title IV Federal Aid.

<i>Withdrawal Date</i>	<i>Refund</i>
on or before 1st day of classes	100%
up to 1st 10% of semester	90%
between 11% and 25% of semester	50%
between 25% and 50% of semester	25%
beyond 50% of semester	0%

For students receiving Title IV Federal Aid and in their first semester of study, the federally required pro-rata refund formula is used. The pro-rata refund is applicable for such students who withdraw up to the ninth week of the semester.

Repayment of refunds to Title IV Federal programs will be made in the following order:

- 1) Federal SLS loans
- 2) unsubsidized Federal Stafford loans
- 3) subsidized Federal Stafford loans
- 4) Federal PLUS loans
- 5) Federal Perkins loans
- 6) Federal Pell Grants
- 7) Federal SEOG

## Further Information

For further information about financial aid at Fairfield University, please call or write to: Financial Aid Office, (203) 254-4125, OR the Office of the Bursar, (203) 254-4000 ext. 2165, Fairfield University, Fairfield, Connecticut 06430-5195.

---

# DIRECTORY

---



# Directory

## Board of Trustees

Joseph F. Berardino '72  
 Robert L. Berchem '62  
 Kenneth J. Boller, S.J.  
 Antony E. Champ, Ph.D. '59  
 Gregory C. Chisholm, S.J.  
 William H. Connolly, Jr. '69  
 Eileen M. Cullen  
 Dennis D. Dammerman  
 Daniel A. Degnan, S.J.  
 Charles F. Dolan  
 William P. Egan '67  
 Daniel R. Finn, Jr. '66  
 J. Donald Freeze, S.J.  
 Vincent A. Gierer, Jr.  
 Bernard A. Gilhuly, Jr. '52  
 Diane Jarmusz '74  
 George F. Keane '51  
 Herbert B. Keller, S.J.  
 Aloysius P. Kelley, S.J.  
 Roger M. Lynch '63  
 Arthur R. Madigan, S.J.  
 Jack E. McGregor  
 William A. McIntosh  
 John F. Merchant  
 Frederick J. O'Brien, S.J.  
 James R. Poole '63  
 Leslie C. Quick, Jr. (*Chair*)  
 Lawrence C. Rafferty '64  
 Richard J. Schwarz  
 Maive F. Scully '76  
 Gerald A. Smith '68  
 John G. Swanhaus, Jr. '67  
 Daniel P. Tully  
 Francis T. Vincent, Jr.  
 Thomas J. Walsh, Jr.

## Trustees Emeriti

James W. Birkenstock  
 Alphonsus J. Donahue  
 David W.P. Jewitt  
 James J. McGinley, S.J.  
 Francis J. McNamara, Jr.  
 L. William Miles

## President

**Aloysius P. Kelley, S.J., Ph.D.**  
*President*

**Charles H. Allen, S.J., M.A.**  
*Executive Assistant to the President*

## Academics

**Robert E. Wall, Ph.D.**  
*Academic Vice President*  
 Mary Frances A.H. Malone, Ph.D.  
*Associate Academic Vice President*  
 Georgia F. Day, Ph.D.  
*Assistant Academic Vice President*  
 Orin L. Grossman, Ph.D.  
*Dean, College of Arts and Sciences*  
 Beverly L. Kahn, Ph.D.  
*Associate Dean*  
 Laurence A. Miners, Ph.D.  
*Associate Dean*  
 M. Debnam Chappell, Ph.D.  
*Assistant Dean*  
 Russell P. Boisjoly, D.B.A.  
*Dean, School of Business*  
 Walter G. Ryba, J.D.  
*Associate Dean*  
 John Michael Sweeney, Ed.D.  
*Dean, School of Continuing Education*  
 Mary Ann Ryan, Ph.D.  
*Associate Dean, Credit Programs*  
 Susan M. Fitzgerald, M.A.  
*Assistant Dean, Non-Credit Programs*  
 Evangelos Hadjimichael, Ph.D.  
*Acting Dean, BEI School of Engineering*  
 Theresa M. Valiga, Ed.D.  
*Dean, School of Nursing*  
 António Simões, Ed.D.  
*Dean, Graduate School of Education and Allied Professions*  
 Karen L. Creecy, M.A.  
*Assistant Dean*  
 Henry J. Murphy, S.J., S.T.D.  
*Dean of Freshmen*  
 Robert C. Russo, M.A.  
*University Registrar*  
 Theodore M. Belfanti, M.A.  
*Associate University Registrar*

Barbara D. Bryan, M.S.L.S.  
*University Librarian*  
Joan Overfield, M.L.S., M.A.  
*Associate University Librarian*  
Peter John Morris  
*Multi Media Librarian*  
Melissa Volman  
*Circulation Librarian*  
Keith R. Stetson, M.L.S.  
*Collection, Development and  
Preservation Librarian*  
Mona G. Hefzallah, M.A.  
*Head Cataloguer*  
Thomas Zingarelli, B.A.  
*Director, Regina A. Quick Center for the Arts*  
Deborah Sommers, B.A.  
*Program Director,  
Regina A. Quick Center for the Arts*  
David M. Flynn, M.A.  
*Dean of Admission and Financial Aid*  
Suzanne B. Siano, M.A.  
*Associate Director*  
Robert S. Pomer, B.A.  
*Assistant Director*  
Adam E. Thorne, B.A.  
*Assistant Director*  
Patrick J. Cole, B.A.  
*Admission Counselor*  
Shawn D. Ahern, M.Ed.  
*Admission Counselor*  
Gloria Caprio, B.A.  
*Admission Counselor*  
Lyra O. Espineli, B.S.  
*Admission Counselor*  
Alexander Scott, B.S.  
*Assistant Director*  
James T. Anderson, M.S.  
*Director of Financial Aid*  
Maureen A. Hinkley, M.S.  
*Assistant Director of Financial Aid*  
Kathryn Houlihan, B.A.  
*Assistant Director of Financial Aid*

## Administration

L. William Miles, M.S.  
*Vice President for Administration*  
Stephen P. Jakab, M.A.  
*Associate Vice President for Administration*  
John J. Schurdak, Ph.D.  
*Contract Administrator, and Research  
Associate Professor of Education*  
Phyllis A. Fitzpatrick, M.S.  
*Director of Management Information*  
Todd A. Pelazza, B.S.  
*Director of Security*  
Frederick W. Cotter, B.S.  
*Special Assistant, Administration*  
Richard Taylor, Jr., B.S., C.E.  
*Director of Campus Operations*  
Michael D. Cioffi  
*Director of Communications  
and Technology Services*  
Eugene Doris, M.A.T.  
*Director of Athletics and Recreation*  
John P. Slosar, B.A.  
*Director of Recreational Complex,  
Assistant Director of Recreation*  
Mark L. Ayotte, B.S.  
*Director of Sports Medicine*



## Student Services

**William P. Schimpf, M.Ed.**

*Vice-President for Student Services*

**Gwendolyn M. Vendley, Ed.D.**

*Dean of Students*

*(To be announced)*

*Director of Department of*

*Career Planning*

**Larri W. Mazon, M.S.W.**

*Director of Department of*

*Multicultural Affairs*

**Christopher Donner, M.S.**

*Director of Judicial Affairs*

**James D. Fitzpatrick, M.A.**

*Associate Dean of Students*

*and Director of the Department of  
University Activities*

**Carole Ann Coyne-Maxwell, M.A.**

*Director of Choral Music*

**Matthew Dinnan, M.S.**

*Director of Campus Center Operations*

**Jeanne DiMuzio, M.S.**

*Director of Student Activities*

**Frances A. Koerting, M.A.**

*Director of Programs for New Students*

**Gwen E. Pasco, Ed.D.**

*Associate Dean of Students and*

*Director of the Department*

*of Residence Life*

**Melissa Weiss**

*Director of Residence Life for*

*Programming and Training*

**Henry J. Humphreys, III, M.A.**

*Director of Residence Life for*

*Staff Supervision*

**W. Laurence O'Neil, S.J., C.A.S.**

*Director of the Department of*

*Student Support Services*

**Linda Tribuzio, C.A.S.**

*Assistant Director of*

*Student Support Services*

**Anne H. Cole, B.S.N., M.A.**

*Director of the Department of*

*Health Services*

**Francis J. Scholan, M.D.**

*Medical Director*

**Ronald J. Amiot, S.J., Ph.D.**

*Director of Counseling Services*





## Campus Ministry

**Paul E. Carrier, S.J., M.Div., S.T.M., Ph.D.**  
*University Chaplain*  
 Paul D. Holland, S.J., M.Div., S.T.M.  
*Assistant University Chaplain*  
 David S. Jordan-Haas, M.Div.  
*Assistant University Chaplain*  
 Carolyn Rusiackus, M.A.  
*Assistant University Chaplain*  
 Joseph J. Schad, S.J., Th.M.  
*Assistant University Chaplain*  
 Richard J. Stanley, S.J., M.Div., M.A.  
*Assistant University Chaplain*  
 Carole Ann Coyne-Maxwell, M.A.  
*Director of University Liturgical Music*

## Finance

**William J. Lucas, M.B.A.**  
*Vice President for Finance*  
 Michael S. Maccarone, M.S.  
*Controller*  
 Maria Regan, M.B.A.  
*Associate Controller*  
 Stephen K. Walker, M.B.A.  
*Assistant Controller*  
 Bernadette A. Voytek  
*Accounts Payable Manager*  
 Raymond M. Bourdeau, M.B.A.  
*Bursar*  
 Nicholas Papillo, B.S.  
*Director of Purchasing*  
 Vilma V. Rogo  
*Payroll Manager*

## University Advancement

**George E. Diffley, M.A.**  
*Vice President for University Advancement*  
 Fredric C. Wheeler, M.P.A.  
*Associate Vice President for Development*  
 Mary W. Swift, B.S.  
*Director of Development Services*  
 Boguslaw Treco, M.A.  
*Assistant Director of Development Services*  
 Cathleen M. Borgman, B.A.  
*Director of Corporate and Foundation Relations*

Clare C. Schimpf, B.A.  
*Director of Annual Giving*  
 Tara A. Knapp, B.A.  
*Associate Director of Annual Giving*  
 Susan Olsen, M.A.  
*Assistant Director of Annual Giving*  
 Barbara B. Hoffmann, M.A.  
*Director of Advancement Research*  
 James E. Reilly, B.B.A.  
*Director of Planned Giving*  
 Murray Farber, M.A.  
*Director of Public Relations*  
 Nancy M. Habetz, M.A.  
*Assistant Director of Public Relations*  
 Barbara D. Kiernan, M.A.  
*University Editor*  
 David J. DeFusco, B.S.  
*Associate University Editor*  
 Victor D'Ascenzo, M.A.  
*Director of Sports Information*  
 Arthur L. Payne  
*Director of Printing and Graphic Services*  
 Linda Smaligo  
*Assistant Director of Printing and Graphic Services*  
 Mary S. Spiegel, B.A.  
*Director of Alumni Relations*  
 Janet A. Canepa, B.A.  
*Associate Director of Alumni Relations*  
 Michelle M. LaFreniere, B.A.  
*Assistant Director of Alumni Relations*

## Committees of the Faculty

Academic Council  
 Admissions and Scholarships  
 Athletics  
 Committees  
 Continuing Education  
 Conference with Trustees  
 Educational Planning  
 Faculty Development and Evaluation  
 Library  
 Public Lectures and Events  
 Rank and Tenure  
 Research  
 Salary  
 Student Life  
 Undergraduate Curriculum

# Faculty

Aloysius P. Kelley, S.J., *President, Professor of Greek and Roman Studies*; A.B., M.A., St. Louis University; S.T.L., University of Innsbruck; Ph.D., University of Pennsylvania.

William M. Abbott, *Assistant Professor of History*; A.B., University of California, Berkeley; D.Phil., Oxford University.

Arthur L. Anderson, *Professor of Sociology and Anthropology*; A.B., Augsburg College; M.A., Ph.D., New School for Social Research.

Michael F. Andrews, S.J., *Instructor of Philosophy*; B.A., Georgetown University; M.A., Yale University; Ph.L., Gregorian University.

Milo C. Barone, *Assistant Professor of Biology*; B.S., University of Scranton; M.S., John Carroll University; Ph.D., St. Bonaventure University.

Jack W. Beal, *Associate Professor of Physics*; B.S., Texas Technological University; M.S., Ph.D., Michigan State University.

Patricia E. Behre, *Assistant Professor of History*; B.A., M.A., Ph.D., Yale University.

Alfred F. Benney, *Professor of Religious Studies*; A.B., Pontifical College Josephinum; M.A., The University of Detroit; Ph.D., Hartford Seminary Foundation.

Christopher Bernhardt, *Associate Professor of Mathematics*; B.A., M.Sc., Ph.D., University of Warwick.

Bharat B. Bhalla, *Associate Professor of Finance*; B.A. Punjab University; M.B.A., Delhi University; Ph.D., Cornell University.

James Blaettler, S.J., *Assistant Professor of Fine Arts*; B.S. Georgetown University; M.A., Ph.D., University of Chicago.

Joseph E. Boggio, *Professor of Chemistry*; B.S., M.S., Ph.D., Worcester Polytechnic Institute.

Russell P. Boisjoly, *Dean, School of Business, Professor of Finance*; B.S., University of Lowell; M.B.A., Boston University; D.B.A., Indiana University.

John J. Boitano, *Professor of Psychology*; B.A., Manhattan College; M.A., Ph.D., Fordham University.

Robert E. Bolger, *Associate Professor of Mathematics*; B.S., Fairfield University; M.A., New York University.

Elizabeth H. Boquet, *Assistant Professor of English*; B.A., Nicholls State University; M.A., University of Southern Mississippi; Ph.D., Indiana University of Pennsylvania.

Betsy A. Bowen, *Associate Professor of English*; A.B., Colby College; M.A., Middlebury College; Ph.D., Carnegie Mellon University.

Bruce Bradford, *Assistant Professor of Accounting*; B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University; M.B.A., Arkansas State University; D.B.A., Memphis State University; C.P.A., Tennessee.

Dorothea D. Braginsky, *Professor of Psychology*; A.B., Queens College; M.A., Ph.D., University of Connecticut.

Phyllis C. Braun, *Professor of Biology*; B.S., Fairfield University; Ph.D., Georgetown University.

Kim Bridgford, *Associate Professor of English*; B.A., M.F.A., University of Iowa; Ph.D., University of Illinois, Urbana-Champaign.

Diane J. Brousseau, *Professor of Biology*; B.S., Ph.D., University of Massachusetts, Amherst.

Cecelia Bucki, *Assistant Professor of History*; B.A., University of Connecticut; M.A., Ph.D., University of Pittsburgh.

Frank F. Bukvic, *Professor of Modern Languages and Literatures*; Ph.D., University of Graz; Ph.D., New York University.

James A. Buss, *Professor of Economics*; A.B., M.A., Ph.D., University of Connecticut.

Javier F. Campos, *Associate Professor of Modern Languages and Literatures*; Pedagogía en Español, Universidad de Concepción (Chile); Ph.D., University of Minnesota.

Albert A. Cardoni, S.J., *Assistant Professor of Philosophy*; A.B., M.A., Boston College; S.T.L., Weston College; Ph.D., Gregorian University.

Kevin J. Cassidy, *Professor of Politics*; A.B., Catholic University; M.S., Hunter College; Ph.D., City University of New York.

Paul Caster, *Assistant Professor of Accounting*; B.S., Lehigh University; M.B.A., A.B.D., University of Chicago; Ph.D., University of North Texas; C.P.A., New Jersey.

- Gerald O. Cavallo, *Associate Professor of Marketing*; B.B.A., Pace College; M.B.A., Columbia University; M.B.A., Ph.D., City University of New York.
- J. Michael Cavanaugh, *Assistant Professor of Management*; B.A., St. Francis College; B.S., Baylor College of Medicine; M.S., Georgetown University; M.B.A., Rensselaer Polytechnic Institute, Ph.D., University of Massachusetts.
- Randolph M. Chambers, *Associate Professor of Biology*; B.A., Gettysburg College; M.S., University of Massachusetts; Ph.D., University of Virginia.
- Sharmila Chatterjee, *Assistant Professor of Marketing*; B.S., M.S., Birla Institute of Technology and Science (India); Ph.D., The Wharton School, University of Pennsylvania.
- Arjun Chaudhuri, *Assistant Professor of Marketing*; B.A., M.A., Calcutta University; M.A., Ph.D., University of Connecticut.
- Elia V. Chepaitis, *Associate Professor of Information Systems*; B.A., Manhattanville College; M.A., Georgetown University; M.B.A., University of New Haven; Ph.D., University of Connecticut.
- Donald A. Coleman, *Assistant Professor of Philosophy*; B.A., University of Connecticut; M.A., Brown University; Ph.D., Columbia University.
- Matthew P. Coleman, *Associate Professor of Mathematics*; B.A. LaSalle College; M.A., Ph.D., Pennsylvania State University.
- Thomas E. Conine, Jr., *Professor of Finance*; B.S., University of Connecticut; M.B.A., Ph.D., New York University.
- F. Delphine Coover, *Assistant Professor of Nursing*; B.S.N., California State School of Nursing; M.S.N., Case Western Reserve University; M.P.H., University of California at Los Angeles; Ph.D., University of Connecticut.
- Ralph M. Coury, *Associate Professor of History*; B.A., Hamilton College; M.A., Ph.D., Princeton University.
- Nancy Dallavalle, *Assistant Professor of Religious Studies*; B.Mus., Benedictine College; M.A., St. John's University; Ph.D., University of Notre Dame.
- Ronald M. Davidson, *Associate Professor of Religious Studies*; A.B., M.A., Ph.D., University of California, Berkeley.
- Paul I. Davis, *Assistant Professor of History*; A.B., M.A., University of Notre Dame.
- Edward J. Deak, *Professor of Economics*; A.B., M.A., Ph.D., University of Connecticut.
- Richard C. DeAngelis, *Associate Professor of History*; Certificate, Far Eastern Languages, Yale University; B.S.S., M.A., Fairfield University; Ph.D., St. John's University.
- Robert L. DeMichiell, *Professor of Information Systems*; B.S., United States Coast Guard Academy; M.S., Ph.D., University of Connecticut.
- Joseph B. Dennin, *Professor of Mathematics*; A.B., College of the Holy Cross; M.A., Ph.D., University of Wisconsin.
- Edward M. Dew, *Professor of Politics*; B.A., Pomona College; M.A., The George Washington University; M.A., Yale University; Ph.D., U.C.L.A.
- Richard DeWitt, *Associate Professor of Philosophy*; B.S., University of Idaho; M.A., Ph.D., The Ohio State University.
- Sandra J. Ducoffe, *Assistant Professor of Marketing*; B.A., University of Michigan; M.A., Ph.D., Michigan State University.
- Pamela J. Dudac, *Assistant Professor of Nursing*; A.B., Manhattanville College; M.S., Fordham University; M.S.N., New York Medical College.
- King J. Dykeman, *Associate Professor of Philosophy*; A.B., Creighton University; M.A., Ph.D., University of Chicago.
- Dietrich H. Earnhart, *Visiting Assistant Professor of Economics*; B.A., Yale University; M.A., Ph.D., University of Wisconsin-Madison.
- John W. Elder, S.J., *Professor of Chemistry*; B.S., Spring Hill College; M.S., Ph.D., Loyola University.
- Philip I. Eliasoph, *Professor of Fine Arts*; A.B., Adelphi University; M.A., Ph.D., State University of New York at Binghamton.
- James F. Farnham, *Professor of English*; B.S.S., Fairfield University; M.A., John Carroll University; Ph.D., Case Western Reserve University.
- Leo F. Fay, *Associate Professor of Sociology and Anthropology*; A.B., M.A., Fordham University; Ph.D., New School for Social Research.



- Robert M. Fedorchek, *Professor of Modern Languages and Literatures*; A.B., Bowling Green State University; M.A., Ph.D., University of Connecticut.
- Benjamin Fine, *Professor of Mathematics*; B.S., Brooklyn College; M.S., Ph.D., Courant Institute, New York University.
- Joan D. Fleitas, *Assistant Professor of Nursing*; B.S.N., Florida State University; M.N., Emory University.
- M. Consolación García-Devesa, *Assistant Professor of Modern Languages and Literatures*; Bachillerato, University of Santiago (Spain); Licenciado, University of Madrid; Ph.D., University of Santiago.
- Elizabeth B. Gardner, *Professor of Psychology*; A.B., Middlebury College; M.A., Ph.D., McGill University.
- Johanna X. K. Garvey, *Associate Professor of English*; B.A., Pomona College; M.A., Ph.D., University of California, Berkeley.
- Joel D. Goldfield, *Visiting Associate Professor of Modern Languages and Literatures*; B.A., Dartmouth College; M.A., Brandeis University; Ph.D., Université Paul Valéry.
- Donald W. Greenberg, *Associate Professor of Politics*; A.B., Alfred University; Ph.D., City University of New York.
- Orin L. Grossman, *Dean, College of Arts and Sciences, and Professor of Fine Arts*; A.B., Harvard University; M. Phil., Ph.D., Yale University.
- Sheila Grossman, *Assistant Professor of Nursing*; B.S., University of Connecticut; M.S., University of Massachusetts; Ph.D., University of Connecticut.
- Evangelos Hadjimichael, *Acting Dean, BEI School of Engineering, Professor of Physics*; B.S., The City College of New York; Ph.D., University of California, Berkeley.
- Nancy Haegel, *Associate Professor of Physics*; B.S., University of Notre Dame; M.S., Ph.D., University of California, Berkeley.
- Ben B. Halm, *Assistant Professor of English*; B.A., University of Ghana; M.F.A., York University; M.A., Ph.D., Cornell University.
- G. Simon Harak, S.J., *Associate Professor of Religious Studies*; A.B., Fairfield University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., University of Notre Dame.
- Andrew McC. Heath, *Associate Professor of Music*; A.B., Harvard University; M.A., Yale University.
- W. Nickerson Hill, *Associate Professor of Modern Languages and Literatures*; B.A., Wabash College; M.A., University of Hawaii; Ph.D., University of Iowa.
- Pamela Hinthorn, *Associate Professor of Nursing*; B.S., State University of Iowa; M.S., Ph.D., Adelphi University.
- Walter F. Hlawitschka, *Associate Professor of Finance*; B.S., M.B.A., Cornell University; Ph.D., University of Virginia.
- Virginia H. Hodgkinson, *Assistant Professor of Biology*; B.S., Bucknell University; M.S., Ph.D., Rutgers University.
- Dennis G. Hodgson, *Professor of Sociology and Anthropology*; B.S., Fordham University; M.A., Ph.D., Cornell University.
- Shirley P. Hoeman, *Associate Professor of Nursing*; M.P.H., University of Minnesota; M.A., Ph.D., Rutgers State University.
- Hugh M. Humphrey, *Professor of Religious Studies*; A.B., St. Bernard's; M.A., University of Louvain; Ph.D., Fordham University.
- Patricia M. Jenkins, *Associate Professor of English*; A.B., University of Maryland; M.A., University of Rhode Island; Ph.D., University of Maryland.
- Oscar W. Jensen, *Professor of Business Strategy and Technology Management*; B.S.E.E., University of Connecticut; M.S.E.E., University of California at Los Angeles; Ph.D., University of Connecticut.
- Helene W. Johns, *Visiting Assistant Professor of Accounting*; B.S., Brooklyn College; J.D., Hofstra University; L.L.M., University of Florida.
- Julia M. Johnston, *Associate Professor of Philosophy*; A.B., M.A., Southern Methodist University; Ph.D., Bryn Mawr College.
- Beverly L. Kahn, *Associate Dean, College of Arts and Sciences, and Associate Professor of Politics*; A.B., Dickinson College; M.A., Columbia University; Ph.D., Indiana University.
- Alan N. Katz, *Professor of Politics*; A.B., M.A., Ph.D., New York University.
- Lucy V. Katz, *Professor of Business Law*; B.A., Smith College; J.D., New York University.
- Lawrence J. H. Kazura, *Assistant Professor of History*; A.B., Queens College; M.A., Clark University.

- Dennis Keenan, *Assistant Professor of Philosophy*; B.A., St. John's University; M.A., Ph.D., Loyola University of Chicago.
- James J. Keenan, *Professor of Communication*; A.B., Manhattan College; M.A., Fordham University; Ph.D., Columbia University.
- Robert A. Kelly, *Assistant Professor of Economics*; B.S., Ph.D., Georgetown University.
- Roselie E. Kenney, *Assistant Professor of Accounting*; B.S., St. Thomas Aquinas College; M.B.A., Pace University; C.P.A., New York.
- Gregory D. Koutmos, *Associate Professor of Finance*; B.S., Graduate School of Business Studies, Athens, Greece; M.A., City College of the City University of New York; Ph.D., Graduate School and University Center, CUNY.
- Robert W. Kravet, *Assistant Professor of Accounting*; A.B., Southern Connecticut State College; B.S., University of New Haven; M.S., University of Massachusetts; C.P.A., Connecticut.
- Paul F. Lakeland, *Professor of Religious Studies*; M.A., Oxford University; B.D., University of London; Ph.D., Vanderbilt University.
- Philip J. Lane, *Associate Professor of Economics*; B.A., Providence College; M.A., Northeastern University; Ph.D., Tufts University.
- George E. Lang, Jr., *Professor of Mathematics and Computer Science*; B.S., Loyola University; M.S., University of Dayton; Ph.D., Purdue University.
- Martin A. Lang, *Professor of Religious Studies*; A.B., Marist College; M.A., Ph.D., Catholic University of America.
- Mark S. LeClair, *Associate Professor of Economics*; B.A., Colgate University; M.A., Northeastern University; Ph.D., Rutgers University.
- Patrick S. Lee, *Visiting Assistant Professor of Operations Management*; A.B., Berea College; M.S., Ph.D., Carnegie-Mellon University.
- Doris T. Lippman, *Professor of Nursing*; B.S.N., Cornell University; M.Ed., Ed.D., Columbia University.
- Martha S. LoMonaco, *Associate Professor of Fine Arts*; B.A., Boston College; M.A., Tufts University; Ph.D., New York University.
- R. James Long, *Professor of Philosophy*; A.B., St. Mary's College; M.S.L., Pontifical Institute of Mediaeval Studies; Ph.D., University of Toronto.
- Andrea J. Lower, *Assistant Professor of Modern Languages and Literatures*; B.A., M.A., Ph.D., University of California, Santa Barbara.
- Donald D. Lynch, S.J., *Assistant Professor of English*; A.B., Boston College; M.A., Fordham University; S.T.L., Weston College.
- Suzanne D. Lyngaas, *Assistant Professor of Accounting*; B.S., University of Illinois; M.B.A., DePaul University; C.P.A., Illinois.
- Suzanne MacAvoy, *Acting Dean, School of Nursing, Professor of Nursing and Elizabeth DeCamp McInerney Professor of Health Sciences*; B.S.N.Ed., College Misericordia; M.S., Boston College; Ed.D., Columbia University.
- John C. MacDonald, *Professor of Chemistry*; B.S., M.S., Boston College; Ph.D., University of Virginia.
- Joseph F. MacDonnell, S.J., *Professor of Mathematics*; A.B., M.A., Boston College; M.S., Fordham University; Ed.D., Columbia University.
- Lisa A. Mainiero, *Professor of Management*; B.A., Smith College; M.A., Ph.D., Yale University.



Anne P. Manton, *Assistant Professor of Nursing*; B.S.N., Boston State College; M.S.N., Boston College; Ph.D., University of Rhode Island.

R. Keith Martin, *Professor of Accounting and Information Systems*; A.B., Whitman College; M.B.A., City College of New York; Ph.D., University of Washington; P.E., California; CDP, CSP.

James Mayzik, S.J., *Assistant Professor of Communication and Fine Arts*; B.A., Georgetown University; M.A., Weston School of Theology; M.F.A., New York University.

John F. McCarthy, *Associate Professor of Psychology*; B.S., Boston College; M.A., Ph.D., Catholic University.

Sharlene A. McEvoy, *Associate Professor of Business Law*; B.A., Albertus Magnus College; M.A., Trinity College; J.D., University of Connecticut; Ph.D., University of California at Los Angeles.

David W. McFadden, *Associate Professor of History*; B.A. University of Denver; M.A., Ph.D., University of California, Berkeley.

Diane Menagh, *Assistant Professor of English*; A.B., Manhattanville College; M.A., Indiana University; Ph.D., City University of New York.

Laurence A. Miners, *Associate Dean, College of Arts and Sciences and Associate Professor of Economics*; B.A., State University of New York at Binghamton; Ph.D., University of North Carolina.

Krishna Mohan, *Associate Professor of Marketing*; A.B., University of Delhi; M.A., University of Madras; Ph.D., University of Wisconsin.

James F. Mullan, *Assistant Professor of English*; B.S., Manhattan College; M.A., The City College of New York; Ph.D., Fordham University.

Irene Mulvey, *Associate Professor of Mathematics*; B.A., Stonehill College; Ph.D., Wesleyan University.

Eugene T. Murphy, *Assistant Professor of Sociology and Anthropology*; B.A., Harvard University; M.A., M.Phil, Ph.D., Columbia University.

Kathryn A. Nantz, *Associate Professor of Economics*; B.A., Western Kentucky University; M.S., Ph.D., Purdue University.

Curtis R. Naser, *Assistant Professor of Philosophy*; B.A., University of Pittsburgh; Ph.D., State University of New York at Stony Brook.

Jiri Nedela, *Assistant Professor of Communication*; B.A., Modern Language Gymnasium (Prague); Ph.D., Charles University (Prague).

Lisa H. Newton, *Professor of Philosophy*; B.S., Ph.D., Columbia University.

Victor J. Newton, *Associate Professor of Physics*; B.S., M.A., Spring Hill College; Ph.D., Massachusetts Institute of Technology.

Alice M. Obrig, *Assistant Professor of Nursing*; B.S.N., Cornell University; M.S., Boston University; M.P.H., Johns Hopkins University; Ed.D., Columbia University.

Edmond J. O'Connell, Jr., *Professor of Chemistry*; B.S., Providence College; Ph.D., Yale University.

Leo F. O'Connor, *Professor of American Studies*; B.S., St. Peter's College; M.A., Ph.D., New York University.

Sally O'Driscoll, *Assistant Professor of English*; B.A., Queens College, City University of New York; M.A., M.Phil., Ph.D., The Graduate School of the City University of New York.

Edward J. O'Neill, *Assistant Professor of Mathematics and Computer Science*; A.B., Catholic University; M.A., Ph.D., Yale University.

John M. Orman, *Professor of Politics*; B.S., Indiana State University; M.A., Ball State University; Ph.D., Indiana University.

Marie J. Panico, *Professor of Modern Languages and Literatures*; A.B., Queen's College; M.A., Ph.D., University of Maryland.

Marcie J. Patton, *Associate Professor of Politics*; B.A., Trinity University; M.A., Ph.D., University of Chicago.

Milo W. Peck, Jr., *Assistant Professor of Accounting*; A.B., Middlebury College; M.S., Northeastern University; J.D., Suffolk University; LL.M., Boston University; C.P.A., Massachusetts.

Walter J. Petry, Jr., *Assistant Professor of History*; A.B., Manhattan College; M.A., Columbia University.

Raymond P. Poincelot, *Professor of Biology*; A.B., Southern Connecticut State College; Ph.D., Case Western Reserve University.

Carole A. Pomarico, *Assistant Professor of Nursing*; B.S.N., Carlow College; M.S.N., University of Pittsburgh.



- Lynne Porter, *Assistant Professor of Fine Arts*; B.A., Western State College of Colorado; M.F.A., Indiana University.
- Judith Primavera, *Associate Professor of Psychology*; B.A., Mount Holyoke College; M.A., Ph.D., Yale University.
- Gita Rajan, *Assistant Professor of English*; B.A., Banares Hindu University; M.A., University of Oklahoma; Ph.D., University of Arizona.
- Susan Rakowitz, *Assistant Professor of Psychology*; B.A., Yale University; M.A., Ph.D., University of Pennsylvania.
- Albert F. Reddy, S.J., *Associate Professor of English*; A.B., M.A., Boston College; M.A., Middlebury College; S.T.L., Weston College; Ph.D., University of Massachusetts, Amherst.
- Mariann S. Regan, *Professor of English*; A.B., Duke University; M.A., Ph.D., Yale University.
- Richard J. Regan, *Assistant Professor of English*; A.B., College of the Holy Cross; M.A., Ph.D., University of Connecticut.
- Thomas J. Regan, S.J., *Associate Professor of Philosophy*; A.B., Boston College; M.A., Ph.D., Fordham University.
- Frank J. Rice, *Professor of Biology*; B.S., Colorado State University; M.S., University of Wyoming; Ph.D., University of Missouri.
- Frank Rimlinger, *Assistant Professor of Mathematics*; B.A., Rice University; Ph.D., University of California at Berkeley.
- Nicholas M. Rinaldi, *Professor of English*; A.B., Shrub Oak; M.A., Ph.D., Fordham University.
- Rose P. Rodrigues, *Assistant Professor of Sociology and Anthropology*; B.A., Southern Illinois University; M.A., Ph.D., New School for Social Research.
- Vincent J. Rosivach, *Professor of Greek and Roman Studies*; A.B., M.A., Ph.D., Fordham University.
- Donald J. Ross, *Professor of Biology*; B.S., Fordham University; M.S., Boston College; Ph.D., Fordham University.
- M. Sallyanne Ryan, *Assistant Professor of Communication*; B.A., University of Connecticut; M.A., Ph.D., University of Massachusetts, Amherst.
- Walter G. Ryba, Jr., *Associate Dean, School of Business, Professor of Business Law*; A.B., Dartmouth College; M.A., Trinity College; J.D., University of Connecticut.
- W. Ronald Salafia, *Professor of Psychology*; B.S., Loyola College; M.A., Ph.D., Fordham University.
- Geoffrey D. Sanborn, *Assistant Professor of English*; A.B., Stanford University; M.A., Ph.D., University of California at Los Angeles.
- Joseph E. Sarneski, *Professor of Chemistry*; B.S., King's College; Ph.D., Case Western Reserve University.
- Carl A. Scheraga, *Assistant Professor of International Business Strategy and Technology Management*; Sc.B., M.A., Brown University; Ph.D., University of Connecticut.
- Kurt C. Schlichting, *Associate Professor of Sociology and Anthropology*; A.B., Fairfield University; M.A., Ph.D., New York University.
- David P. Schmidt, *Associate Professor of Religious Studies and Business*; B.S., Illinois State University; M.A., Ph.D., University of Chicago.
- Katherine A. Schwab, *Associate Professor of Fine Arts*; B.A., Scripps College; M.A., Southern Methodist University; Ph.D., New York University.
- Anne Schwartz, *Assistant Professor of Mathematics*; A.B., Dartmouth College; M.A., Ph.D., University of California, San Diego.
- Richard J. Shillea, *Instructor in Fine Arts*; B.A., M.Mus., University of Michigan.
- Marie-Agnes Sourieau, *Assistant Professor of Modern Languages and Literatures*; D.E.S., University of Paris; M.A., Marquette University; Ph.D., University of Virginia.
- Peter Spoerri, *Associate Professor of Computer Science*; B.S., Ph.D., Brooklyn Polytechnic Institute; M.S., Oregon State University.
- D. Raymond Stabile, *Assistant Professor of Modern Languages and Literatures*; B.A., M.A., University of Connecticut.
- Lawrence K. Steffen, *Assistant Professor of Chemistry*; B.S., Houghton College; Ph.D., University of Arizona.
- Jane Sutherland, *Associate Professor of Fine Arts*; A.B., Sarah Lawrence College; M.F.A., University of the Americas.



John E. Thiel, *Professor of Religious Studies*; A.B., Fairfield University; M.A., Ph.D., McMaster University.

Lik Kuen Tong, *Professor of Philosophy*; B.S., New York University; Ph.D., New School for Social Research.

Brian Torff, *Instructor in Fine Arts*; B.E.S., M.S., University of Bridgeport.

Cheryl L. Tromley, *Associate Professor of Management*; B.A., Michigan State University; M.A., Florida Atlantic University; Ph.D., Yale University.

Michael T. Tucker, *Associate Professor of Finance*; B.A. Washington College; M.B.A., D.B.A., Boston University.

Richard F. Tyler, *Assistant Professor of Management*; B.S., College of the Holy Cross; M. Ed., Boston College; M.B.A., New York University.

Ellen Umansky, *Carl and Dorothy Bennett Professor of Judaic Studies*; B.A., Wellesley College; M.A., Yale University; M.Phil., Ph.D., Columbia University.

Theresa M. Valiga, *Dean, School of Nursing, Professor of Nursing*; B.S., Trenton State College; Ed.M., Ed.D., Columbia Teachers College.

Robert E. Wall, *Academic Vice President, Professor of History*; A.B., College of the Holy Cross; M.A., Ph.D., Yale University.

Joan G. Walters, *Professor of Economics*; A.B., Radcliffe College; M.A., Ph.D., Harvard University.

Robert M. Webster, *Associate Professor of Modern Languages and Literatures*; A.B., M.A., Middlebury College; Ph.D., Yale University.

Gary H. Weddle, *Assistant Professor of Chemistry*; A.B., Thiel College; Ph.D., University of Delaware.

Kathi Weeks, *Assistant Professor of Politics*; B.A., Western Washington University; M.A., Ph.D., University of Washington.

Joan Wyzkoski Weiss, *Associate Professor of Mathematics*; B.S., Carnegie-Mellon University; M.S., University of Delaware; D.A., Idaho State University.

Celia T. Wells, *Associate Professor of English*; A.B., Meredith College; M.A., Florida State University; Ph.D., Columbia University.

Maggie A. Wills, *Assistant Professor of Communication*; B.S., M.A., University of Delaware; Ph.D., Pennsylvania State University.

David R. Winn, *Professor of Physics*; A.B., Cornell University; Ph.D., University of Wisconsin.

Maurice K. Wong, S.J., *Professor of Mathematics*; B.S., University of Hong Kong; Ph.D., University of Birmingham.

Mark Worden, *Associate Professor of Psychology*; A.B., Bellarmine College; M.S., Ph.D., St. Louis University.

Kathleen Wheeler, *Assistant Professor of Nursing*; B.S., Cornell University; Ph.D., New York University.

Denise Yanni, *Assistant Professor of Communication*; B.A., Mount St. Vincent College; M.A., Boston College; Ph.D., University of Massachusetts, Amherst.

Kathryn Jo Yarrington, *Assistant Professor of Fine Arts*; B.F.A., B.A.E., M.F.A., The Ohio State University.

Michael P. Zabinski, *Professor of Physics and Engineering*; B.S., M.S., University of Connecticut; M.S., University of New Haven; M.S., M. Phil., Ph.D., Yale University.

Michael A. Zigarelli, *Assistant Professor of Human Resource Management*; B.A., Lafayette College; M.S., Cornell University; Ph.D., Rutgers University.

## Faculty Emeriti

Albert Abbot	1990	Victor Leeber, S.J.	1992
<i>Assistant Professor of History</i>		<i>Professor of Modern Languages</i>	
Henry E. Allinger	1989	Matthew J. McCarthy	1986
<i>Assistant Professor of Accounting</i>		<i>Professor of History</i>	
John A. Barone	1992	Gerard B. McDonald	1981
<i>Professor of Chemistry and Provost</i>		<i>Professor of Modern Languages</i>	
George B. Baehr, Jr.	1990	James H. McElaney	1993
<i>Assistant Professor of History</i>		<i>Professor of Physics</i>	
Daniel S. Buczek	1990	Joan Mohr	1995
<i>Professor of History</i>		<i>Assistant Professor of Nursing</i>	
Vincent M. Burns, S.J.	1993	Vincent M. Murphy	1990
<i>Associate Professor of Religious Studies</i>		<i>Associate Professor of Psychology</i>	
Augustine J. Caffrey	1985	Stephen J. O'Brien	1985
<i>Associate Professor of Religious Studies</i>		<i>Associate Professor of Business Law</i>	
William F. Carr, S.J.	1995	John W. Ryan, S.J.	1978
<i>Assistant Professor of Philosophy</i>		<i>Professor of English</i>	
Salvatore A. Carrano	1980	Dorothy Shaffer	1992
<i>Professor of Chemistry</i>		<i>Professor of Mathematics</i>	
Marguerite R. Carroll	1988	Chester H. Stuart	1986
<i>Professor of Education</i>		<i>Associate Professor of Education</i>	
Richard D. Costello, S.J.	1990	Alexander Tolor	1989
<i>Assistant Professor of History</i>		<i>Professor Psychology and Education</i>	
William G. Devine, S.J.	1988	James P. Vail	1979
<i>Assistant Professor of Economics</i>		<i>Professor of Education</i>	
Carmen F. Donnarumma	1992		
<i>Professor of Politics</i>			
Robert Dubroff	1988		
<i>Associate Professor of Education</i>			
Anthony J. Eiardi, S.J.	1979		
<i>Associate Professor of Mathematics</i>			
Robert Emerich	1992		
<i>Professor of Fine Arts</i>			
Thomas J. Fitzpatrick	1987		
<i>Professor of Accounting</i>			
William J. Garrity	1988		
<i>Associate Professor Education</i>			
Peter Michael Gish	1992		
<i>Associate Professor of Fine Arts</i>			
Morris Grossman	1992		
<i>Professor of Philosophy</i>			
Joseph G. Grassi	1989		
<i>Professor of Philosophy</i>			





## Lecturers

### **College of Arts and Sciences**

Mary Bailey, B.A., *Fine Arts*  
 Benjamin Barbara, M.A., *English*  
 Ruth Anne Baumgartner, M.A., *English*  
 Peter Bayers, Ph.D., *English*  
 Gale Bellas, M.A., *English*  
 Susan M. Benner, M.S., *Biology*  
 Debra Lynn Bennetts, M.B.A., *English*  
 Ezra Bowen, B.A., *English*  
 William Brown, M.A., *English*  
 Jonathan Burlinson, M.A., *English*  
 Linda Cahill, M.A., *English*  
 Anthony C. Canuel, M.S., *Biology*  
 M. Debnam Chappell, Ph.D., *English*  
 Theodore A. Rees Cheney, M.A., *English*  
 Joanne Choly, M.S., *Biology*  
 Carole Ann Coyne-Maxwell, M.A., *Fine Arts*  
 Catherine Cron, M.A., *Mathematics*  
 Joseph Cron, M.A., *Mathematics*  
 Richard J. Curry, S.J., Ph.D., *Fine Arts*  
 Wesley Davis, M.A., *Fine Arts*  
 Lyll deJenkins, B.A., *English*  
 Eileen M. Doktorski, M.F.A., *Fine Arts*  
 Peter Duval, M.A., *English*  
 Yael Eliasoph, B.A., *Modern Languages and Literatures*  
 Zoe Erotopoulous, Ph.D. *Modern Languages and Literatures*  
 Jonathan Fast, M.A., *English*  
 Diane Feigenson, M.A., *English*  
 Eric Fettman, B.A., *Modern Languages and Literatures*  
 Joan Fitzsimmons, M.F.A., *Fine Arts*  
 Marie Inglese, M.A., *Modern Languages and Literatures*  
 Ann Marie January, M.M., *Fine Arts*  
 Mary Kenealy, M.F.A., *Fine Arts*  
 Kathleen Kimball, Ph.D., *Modern Languages and Literatures*

Sunny Khadjavi, Ph.D., *Modern Languages and Literatures*  
 Michela Knight, M.A., *Modern Languages and Literatures*  
 Janet Krauss, M.A., *English*  
 Hedwige Kuepper, C.A.S., *Modern Languages and Literatures*  
 Victor F. Leeber, S.J., Ph.D., *Modern Languages and Literatures*  
 Robert Liftig, Ed.D., *English*  
 Ida Lindsey, M.A., *Sociology*  
 John Mendelsohn, M.F.A., *Fine Arts*  
 Rev. Robert McQueeney, M.A., M.Div., *English*  
 Bonita Messman, M.S., *Mathematics*  
 Ralph J. Money, M.A., *Mathematics*  
 Laura Nash, Ph.D., *Fine Arts*  
 Tracy Nashel, M.A., *English*  
 Jean Oakes, B.S., *Chemistry*  
 Lynne Penczer, Ph.D., *Sociology*  
 Joanna Petty, Ph.D., *Chemistry*  
 Rabbi James Prosnit, M.A.H.L., *Religious Studies*  
 Robert Prulletti, M.A., *Modern Languages and Literatures*  
 Donald Reynolds, Ph.D., *Fine Arts*  
 Andi Rierden, M.A., *English*  
 Jacqueline Rinaldi, M.A., *English*  
 José M. Román, M.A., *Modern Languages and Literatures*  
 Susan Romanelli, A.B.D., *Fine Arts*  
 Glenna Ross, M.F.A., *English/Fine Arts*  
 Edward Rowe, M.A., *Mathematics*  
 Anthony Sanders, M.F.A., *English*  
 Venetia O. Scalo, M.A., *Modern Languages and Literatures*  
 Rev. Joseph J. Schad, S.J., M.S., M. Div., *Communication*  
 Gertrude Sill, M.A., *Art, History*  
 Michael Simon, M.A., *Mathematics*  
 Richard Slade, M.M., *Fine Arts*  
 Michelle Sullivan, M.Ed., *English*  
 Michael Sweeney, M.A., *English*  
 Frank Szivos, M.A., *English*

Leslie B. Tait, Ph.D., *Fine Arts*  
 Tatyana Stepanova, M.A., *Modern Languages and Literatures*  
 Martha M. Taylor, M.A., *Fine Arts*  
 Angela Tauro, M.A., *Modern Languages and Literatures*  
 John Turechek, M.A., *Mathematics*  
 Brian Wallace, M.A., *English*  
 Eleanor Whitaker, Ph.D., *English*  
 Marion White, M.F.A., *English*  
 Christopher Whittington, M.F.A., *Fine Arts*  
 Kitty Winslow, M.A., *Fine Arts*  
 Eugenia Zavras, Ph.D., *Biology*

### **School of Business**

Kenneth Alter, M.B.A., *Accounting*  
 Robert V. Ahlstrand, M.B.A., *Accounting*  
 J. Patrick Bovino, M.B.A., *Marketing*  
 Bernard F. Bruder, M.B.A., C.P.A., *Accounting*  
 Robert Canton, M.B.A., *Accounting*  
 Martha S. Cook, M.B.A., *Marketing*  
 Joseph R. D'Agostin, M.B.A., *Accounting*  
 Robert G. Ford, M.S., *Finance*  
 John J. Holland, M.S., C.P.A., *Accounting*  
 Brice C. Johnson, M.B.A., M.S., C.P.A., *Accounting*  
 Seth M. Lewis, M.B.A., *Information Systems*  
 John P. Maarbjerg, Ph.D., *Marketing*  
 Michael S. Maccarone, M.S., *Finance*  
 Winston Tellis, M.A., M.S., *Information Systems*

### **School of Nursing**

Marjorie Martin, Ed.D., *Community Health*  
 Rosa Mo, M.S., R.D., *Nutrition*

## **Special Faculty Advisors**

### *Advisor to Pre-Dental Students*

Dr. Phyllis C. Braun

### *Advisor to Pre-Medical Students*

Dr. Donald J. Ross

### *Advisors for Health Sciences*

Dr. Orin L. Grossman

Dr. Vincent M. Burns, S.J.

Dr. Joseph MacDonnell, S.J.

Dr. Victor J. Newton

Dr. Donald J. Ross

Dr. W. Ronald Salafia

### *Advisors to Pre-Legal Students*

Dr. Alan N. Katz

Dr. Lucy V. Katz

### *Advisors for Study Abroad*

Dr. Beverly Kahn, *coordinator, Arts & Sciences*

Dr. Walter Ryba, *coordinator, Business*

Ms. Theresa Quell, *coordinator, Nursing*

### *Advisor for Graduate Studies in Natural Sciences*

Dr. Gary H. Weddle

### *Advisor for Graduate Studies in Humanities and Social Sciences*

Dr. Philip J. Lane

### *Advisors for Graduate Studies in Business*

Dr. Cheryl L. Tromley

Dr. Oscar W. Jensen

### *Advisors for Fulbright Scholars*

Dr. Beverly Kahn

Dr. Ralph Coury

Dr. Edward M. Dew

Dr. Andrea Lower

Dr. Sharlene McEvoy

Dr. Laurence Miners

## **Advisors for Education Certification**

Dr. Anthony Costa, *coordinator, Education*

Dr. Arthur Anderson, *coordinator, Sociology*

Dr. Joseph Boggio, *coordinator, Chemistry*

Dr. Richard DeAngelis, *coordinator, History*

Dr. Donald Greenberg, *coordinator, Politics*

Dr. Joseph MacDonnell, S.J., *coordinator, Mathematics*

Dr. Victor Newton, *coordinator, Physics*

Dr. Frank Rice, *coordinator, Biology*

Prof. Raymond Stabile, *coordinator, Modern Languages and Literatures*

## Presidential Scholars

## Class

Stephanie M. Altis, <i>Pequannock Township H.S., NJ</i>	1999
Dana M. Ambrosini, <i>Stratford H.S., CT</i>	1999
Michael P. Angelucci, <i>Pequannock Township H.S., NJ</i>	1999
Maura Angiello, <i>Nyack H.S., NY</i>	1997
Jenna M. Antonelli, <i>Holy Trinity H.S., NY</i>	1998
James P. Araujo, <i>Shoreham-Wading River H.S., NY</i>	1999
Corinne M. Baron, <i>St. Dominic's, NY</i>	1997
Amy V. Basta, <i>South Shore, NY</i>	1997
Francine Bennett, <i>Academy of the Holy Angels, NJ</i>	1996
Marcel Y. Blais, <i>St. Mary H.S., MA</i>	1999
Diane L. Blessinger, <i>Our Lady of Mercy Academy, NY</i>	1997
Allison Bonnar, <i>Apponequet Regional, MA</i>	1996
Stephen Borla, <i>The Gilbert School, CT</i>	1996

## Presidential Scholars

## Class

Rachel C. Borek, <i>Mount St. Joseph Academy, PA</i>	1999
Kelly Brennan, <i>Bethpage H.S., NY</i>	1999
Erin B. Burgess, <i>Our Lady of Nazereth, MA</i>	1999
Stacey Cahill, <i>Fontbonne Hall Academy, NY</i>	1996
John C. Capodici, <i>Lacey Township, NJ</i>	1997
Catherine R. Capuzzi, <i>Morris Catholic H.S., NJ</i>	1998
Christopher P. Castro, <i>Monmouth Regional H.S., NJ</i>	1998
Anthony Cavanaugh, <i>Gonzaga College H.S., Washington, DC</i>	1996
Erin M. Collins, <i>Mary Louis Academy, NY</i>	1999
Mary E. Conk, <i>Nanuet Senior H.S., NY</i>	1999
Zakia M. Coriaty, <i>St. Savior H.S., NY</i>	1997
Thomas F. Courtney, <i>Christian Brothers Academy, NJ</i>	1999
Mari J. Dague, <i>Enfield H.S., CT</i>	1998
Kevin J. Dasher, <i>Wichita Falls H.S., TX</i>	1999
Louis R. DeFrancisco, <i>Lansdale Catholic H.S., PA</i>	1999
Christine Destribats, <i>Masconomet Regional, MA</i>	1996
Sarah M. Devine, <i>Lake Forest H.S., IL</i>	1998
Christopher J. DiCesare, <i>Wooster School, CT</i>	1999
Nancy DiConza, <i>St. Mary's H.S., NY</i>	1996
Virginia DiDomizio, <i>Newtown H.S., CT</i>	1996
Jessica M. Dionne, <i>Mt. St. Charles Academy, RI</i>	1998
Adam Dooley, <i>Bishop Feehan, MA</i>	1996
Patricia Doran, <i>Mercy H.S., CT</i>	1996
David J. Dzurec, <i>John Baptist Memorial H.S., ME</i>	1999
Michael C. Faulkner, <i>St. John Baptist H.S., NY</i>	1999





**Presidential Scholars****Class**

Christina L. Fegan,  
*Cardinal Spellman, NY*  
Joseph E. Florczak,  
*Munster H.S., IN*  
Michele E. Fox,  
*Ursuline Academy, MA*  
Michael M. Franz,  
*Central Catholic H.S., MA*  
James W. Gale,  
*Avon Old Farms, CT*  
Carla M. Gazlay,  
*San Domenico H.S., CA*  
Lisa Marie Grasso,  
*St. Paul Catholic H.S., CT*  
Kevin W. Gorman,  
*Milton Jr.-Sr. H.S., VT*  
Christopher Grindle,  
*St. Thomas Aquinas H.S., NH*  
John Guskowski,  
*Marquette University H.S., WI*  
Michelle V. Gunning,  
*Haldane H.S., NY*  
Kurt Hackbarth,  
*Lyme-Old Lyme H.S., CT*  
Jeffrey C. Hnath,  
*East Catholic, CT*  
Leslie Hubbard,  
*Fairfield H.S., CT*  
Julie R. Jutkiewicz,  
*Westerly H.S., RI*  
Todd M. Kaylor,  
*Longmeadow H.S., MA*  
Christine A. Kelleher,  
*John S. Burke Catholic H.S., NY*  
Christopher J. Kenworthy,  
*Jonathan Law H.S., CT*  
Antoinette Khoudary,  
*Nazareth H.S., NY*  
Leah J. King,  
*Spotswood H.S., VA*  
Heather Knight,  
*Gilmour Academy, OH*  
Laurie A. Knoke,  
*Nanuet H.S., NY*  
Michael P. Kovach,  
*Cheverus H.S., ME*  
Alyson A. Laabs,  
*Sacred Heart-Griffin H.S., IL*  
Michael J. LaMassa,  
*Cardinal Spellman H.S., NY*

1997

1998

1998

1999

1999

1998

1996

1999

1998

1996

1999

1996

1997

1996

1998

1999

1999

1999

1996

1999

1996

1998

1998

1999

1999

**Presidential Scholars****Class**

Jennifer M. Landmesser,  
*John F. Kennedy H.S., NY*  
Bryan P. Lemieux,  
*Bishop Strang H.S., MA*  
Marin M. Linsao,  
*LaSalle Academy, RI*  
Connie K. Liu,  
*Ngee Ann Polytech, Singapore*  
Robert J. Ludwig,  
*Suffern H.S., NY*  
Daniel A. Malossi,  
*Bayport-Blue Point H.S., NY*  
Matthew T. Martino,  
*Austin Prep H.S., MA*  
John M. McCallum,  
*Crespi Carmelite H.S., CA*  
Brian J. Mello,  
*Bristol Eastern H.S., CT*  
Joshua P. Miller,  
*Notre Dame H.S., CT*  
Ryan B. Murphy,  
*Sacred Heart H.S., CT*  
Michelle M. Mylet,  
*Bellarmino Prep, WA*  
Michael A. Nagy,  
*Pascack Hills H.S., NJ*  
James P. O'Leary,  
*Regis Jesuit H.S., CO*  
Janice-Ian M. Ocampo,  
*Watertown H.S., CT*  
Nicholas C. Padgen,  
*Saint Anselms Abbey, DC*  
Martha S. Palazij,  
*Holy Name H.S., OH*  
Kimberly D. Parro,  
*Saint Ignatius H.S., IL*  
Ashu M. Patel,  
*Sayville H.S., NY*  
Chad D. Peddicord,  
*Loyola Blakefield H.S., MD*  
Andrea E. Pelano,  
*Morristown-Beard H.S., NJ*  
Rebecca L. Pierson,  
*Stratford H.S., CT*  
Mark Potter,  
*The Marist School, GA*  
Erin L. Provencher,  
*Dracut H.S., MA*  
Kristen A. Record,  
*Cromwell H.S., CT*

1999

1999

1999

1999

1998

1999

1999

1999

1999

1999

1998

1997

1998

1997

1998

1999

1998

1999

1999

1999

1999

1999

1996

1998

1999

**Presidential Scholars****Class**

Mark Reed,  
*St. Joseph's Prep, PA*  
Sean F. Reid,  
*Paramus Catholic H.S., NJ*  
Carolyn A. Rohrbach,  
*West Hempstead H.S., NY*  
Casey M. Rowsell,  
*Islip H.S., NY*  
Nathaniel Schindler,  
*Fairfield H.S., CT*  
Jose C. Simoes,  
*Albertus Magnus H.S., NY*  
Liana J. Stanley,  
*North Haven H.S., CT*  
Patricia D. Stanley,  
*Contoocook Valley H.S., NH*  
Lauren Svitil,  
*St. John's School, GUAM*  
Stephen Takla,  
*Emerson Jr. Sr. H.S., NJ*  
Ellen Taylor,  
*Somerset H.S., MA*

1996  
1999  
1998  
1998  
1998  
1998  
1998  
1999  
1999  
1996  
1998  
1996

**Presidential Scholars****Class**

Ronald Taylor,  
*East Windsor H.S., CT*  
Richard M. Thomson,  
*Coventry H.S., CT*  
Bryon J. Thresher,  
*Northwest Catholic, CT*  
Joseph M. Tiburzi,  
*Calvert Hall College H.S., MD*  
Julia R. Uebelacker,  
*Joseph Foran H.S., CT*  
Sara M. Vose,  
*Branford H.S., CT*  
Benjamin H. Vossler,  
*Brien McMahon H.S., CT*  
Shannon Walsh,  
*Plymouth South H.S., MA*  
Kathleen A. Wynne,  
*Shoreham-Wading Regional H.S., NY*  
Kimberly A. Zebick,  
*Villa Walsh Academy, NJ*

1996  
1998  
1998  
1999  
1998  
1998  
1996  
1998  
1996  
1999  
1998



# Index

Academic Advancement .....	21
Academic Dismissal .....	22
Academic Freedom .....	25
Academic Grievance .....	26
Academic Honesty .....	25
Academic Probation .....	21
Academic Progress .....	18, 21
Academic Year .....	18
Accounting .....	160
Accreditation .....	2
Administration .....	198
Admission .....	185
Advanced Placement .....	23
Advanced Standing .....	187
Alpha Sigma Nu .....	20, 32
Alumni Relatives .....	187
American Studies .....	41
Applied Ethics .....	43
Art History .....	83
Arts Center .....	12, 184
Arts & Sciences, College of .....	8, 36
Asian Studies .....	46
Athletics .....	13, 182
Attendance .....	26
Barone Campus Center .....	12, 183
BEI School of Engineering .....	10
Biology .....	47
Black Studies .....	53
Board of Trustees .....	198
Business Ethics .....	161
Business Law .....	168
Business, School of .....	8, 152
Calendar .....	219
Campus Ministry .....	13, 172
Chaplains .....	201



Chemistry .....	54
Classics .....	100
Clubs and Organizations .....	182
Clusters .....	34
Committees of the Faculty .....	201
Communication .....	58
Computer Facilities .....	35
Computer Science .....	62
Continuing Education .....	10
Core Curriculum .....	31
Counseling Services .....	181
Course Numbering System .....	31
Credits from other Institutions .....	24
Dean's List .....	20
Degree Requirements .....	19
Diversity Requirement .....	32
Directory .....	198
Double Majors .....	33
Early Admission .....	186
Economics .....	65
Education .....	67
Educational Leave of Absence .....	24
Electives .....	32
Eligibility for Non-Academic Activities .....	22
Engineering .....	70
English .....	71
Environmental Studies .....	80
Faculty .....	6, 18, 202
Faith, Peace, and Justice Studies .....	82
Film .....	99
Finance .....	161
Financial Aid .....	189
Fine Arts .....	83
First Year Experience .....	182
French .....	117
German .....	118
Grades .....	19

Graduate Study .....	10
Greek and Roman Studies .....	100
Health Services .....	181
History .....	101
Honor Society .....	21
Honors Program .....	33, 108
Independent Studies .....	34
Information Systems .....	162
Inter-Institutional Courses .....	39
International Business .....	167
International Business Practicum .....	162
International Relations .....	132
International Studies .....	109
Internships .....	34, 40, 156
Italian .....	119
Japanese .....	120
Language Resource Center .....	35
Latin American and Caribbean Studies .....	111
Leave of Absence .....	24
Library .....	11, 184
Major .....	32
Management .....	164
Marketing .....	166
Mathematics and Computer Science .....	112
Minority Students .....	182
Minors .....	33
Mission of Fairfield University .....	4
Modern Languages and Literatures .....	117
Music .....	95
Nursing, School of .....	10, 170
Parking .....	184
PepsiCo Theatre .....	12
Phi Beta Kappa .....	21
Philosophy .....	122
Physics .....	126
Politics .....	131
Pre-Professional Programs .....	38

Presidential Scholars .....	212
Psychology .....	135
Quantitative Analysis .....	169
Readmission .....	22
Recreational Complex .....	184
Refund Policy .....	188
Registration .....	19
Religious Life .....	13, 184
Religious Studies .....	141
Residence Halls .....	183
Rules & Regulations .....	180
Russian .....	120
Russian and East European Studies .....	146
Scholarships .....	191
Security .....	184
Sociology and Anthropology .....	147
Spanish .....	120
Sports .....	182
Student Activities .....	13
Student Discipline .....	181
Student Government .....	180
Student Records .....	27
Student Services .....	14, 179
Studio Art .....	88
Study Abroad .....	24
Summer Sessions .....	10
Theatre .....	91
Transcripts .....	28
Transfer Admissions .....	187
Transfer Credits for Matriculated Students .....	23
Tuition/Fees .....	15, 188
Visiting Foreign Students .....	187
Wait List .....	187
Withdrawal from Courses .....	20
Withdrawal from University .....	22
Women's Studies .....	151
Writing Center .....	35



# 1995-1996 Academic Calendar

College of Arts and Sciences/School of Business/School of Nursing

## 1995

Sunday/Monday .....	September 3, 4 .....	Freshman welcome/transfer orientation
Monday .....	September 4 .....	All other students arrive
Tuesday .....	September 5 .....	Classes for all
Monday .....	October 9 .....	Holiday — Columbus Day
Tuesday .....	November 21 .....	Thanksgiving recess begins at end of last period
Monday .....	November 27 .....	Classes resume
Monday .....	December 11 .....	Last day of class
Tuesday & Sunday .....	December 12, 17 .....	Reading Days
Wednesday/Wednesday .....	December 13-20 .....	Final Exams (including Saturday)

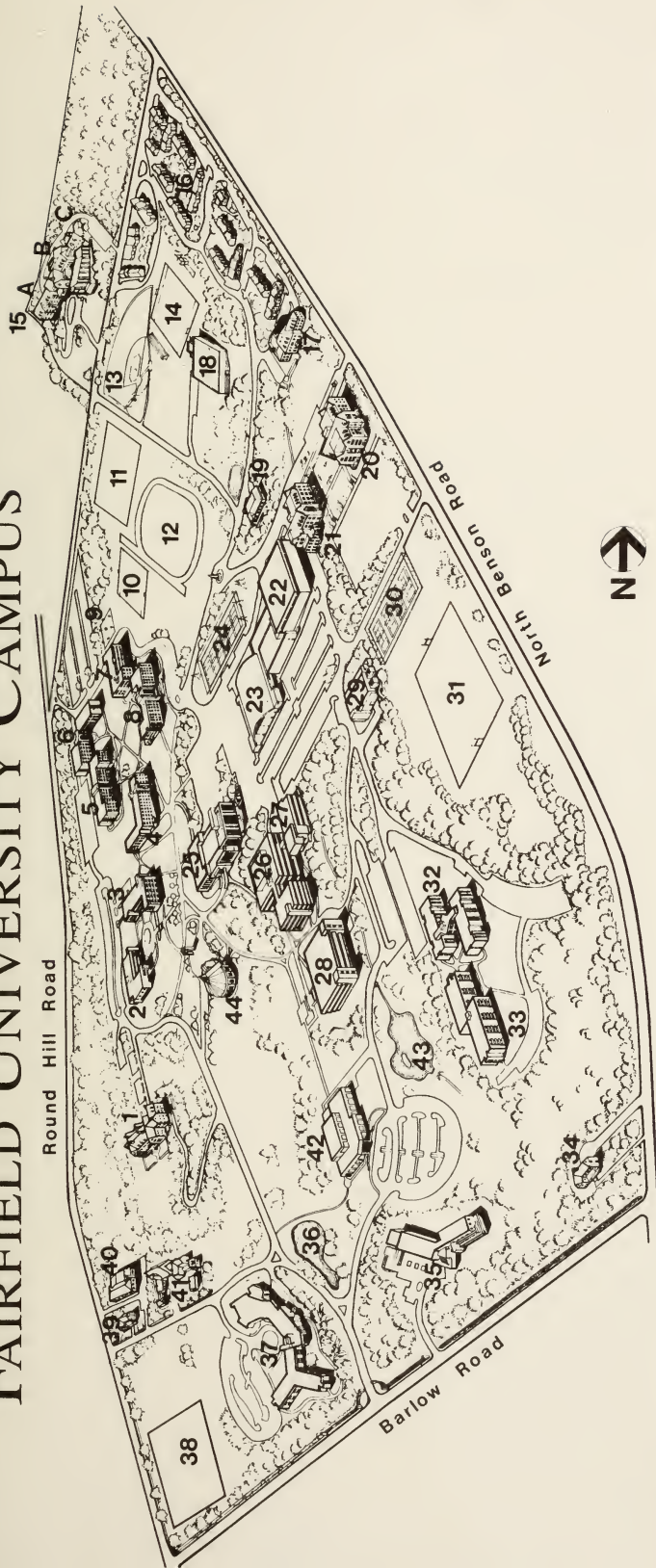
## 1996

Monday .....	January 15 .....	Holiday — Martin Luther King Day
Wednesday .....	January 17 .....	Second semester begins
Monday .....	February 19 .....	Holiday — President's Day
Monday/Friday .....	March 11-15 .....	Spring Recess
Friday/Monday .....	April 5-8 .....	Easter Weekend
Wednesday .....	May 1 .....	Last day of classes
Wednesday/Sunday/ Wednesday .....	May 2, 5, 8 .....	Reading Days
Friday-Saturday .....	May 3-11 .....	Final Exams (including Saturday)
Sunday .....	May 19 .....	Commencement

Chapter 1: Introduction to the Study of Psychology	
1.1 The Science of Psychology	1.2 The History of Psychology
1.3 The Scientific Method in Psychology	1.4 The Role of Psychology in Society
1.5 The Biological Basis of Behavior	1.6 The Psychological Basis of Behavior
1.7 The Environmental Basis of Behavior	1.8 The Interaction of Biology, Psychology, and Environment
1.9 The Application of Psychology	1.10 The Future of Psychology
2.1 The Study of Learning	2.2 The Study of Memory
2.3 The Study of Intelligence	2.4 The Study of Personality
2.5 The Study of Emotion	2.6 The Study of Motivation
2.7 The Study of Development	2.8 The Study of Aging
2.9 The Study of Mental Health	2.10 The Study of Mental Illness
2.11 The Study of Mental Health Treatment	2.12 The Study of Mental Health Prevention
2.13 The Study of Mental Health Research	2.14 The Study of Mental Health Policy
2.15 The Study of Mental Health Ethics	2.16 The Study of Mental Health Law
2.17 The Study of Mental Health Economics	2.18 The Study of Mental Health Culture
2.19 The Study of Mental Health Religion	2.20 The Study of Mental Health Spirituality
2.21 The Study of Mental Health Art	2.22 The Study of Mental Health Literature
2.23 The Study of Mental Health Music	2.24 The Study of Mental Health Film
2.25 The Study of Mental Health Theater	2.26 The Study of Mental Health Dance
2.27 The Study of Mental Health Visual Arts	2.28 The Study of Mental Health Architecture
2.29 The Study of Mental Health Design	2.30 The Study of Mental Health Fashion
2.31 The Study of Mental Health Food	2.32 The Study of Mental Health Drink
2.33 The Study of Mental Health Travel	2.34 The Study of Mental Health Recreation
2.35 The Study of Mental Health Education	2.36 The Study of Mental Health Work
2.37 The Study of Mental Health Family	2.38 The Study of Mental Health Community
2.39 The Study of Mental Health Society	2.40 The Study of Mental Health World

# FAIRFIELD UNIVERSITY CAMPUS

Round Hill Road



1. Bellarmine Hall
2. Donnarumma Hall
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Jogues Hall
7. Campion Hall
8. Loyola Hall
9. Basketball Courts
10. Playing Field
11. Intramural Field
12. Varsity Field
13. Baseball Field

14. Alumni Field
15. Dolan Campus
  - A. John C. Dolan Hall
  - B. David J. Dolan House
  - C. Thomas F. Dolan Commons
16. Student Town House Complex
17. McAuliffe Hall
18. Locker Facility
19. The Levee
20. Xavier Hall
21. Berchmans Hall
22. Recreational Complex
23. Alumni Hall - Gymnasium

24. Tennis Courts
25. Barone Campus Center
26. Bannow Science Center
27. School of Nursing
28. Nyselius Library
29. Central Utility Facility
30. Tennis Courts
31. Grauert Field
32. Kostka Hall
33. Claver Hall
34. Jesuit Residence - St. Robert
35. Jesuit Residence - St. Ignatius
36. Bellarmine Pond

37. Center for Financial Studies
  38. Barlow Field
  39. Southwell Hall
  40. PepsiCo Theatre
  41. Maintenance
  42. Regina A. Quick Center for the Arts
  43. Hopkins Pond
  44. Egan Chapel of St. Ignatius
- Loyola and Pedro Arrupe, S.J.  
Campus Ministry Center

## DIRECTIONS - To reach Fairfield University:

- From New York via Connecticut Turnpike (I-95). Take Exit 22. Turn left onto Round Hill Road.
- From New Haven via Connecticut Turnpike (I-95). Take Exit 22. Turn right onto North Benson Road (Rt. 135).
- From New York or New Haven via Merritt Parkway (Rt. 15). Take Exit 44, right onto Black Rock Turnpike; proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road to the entrance.



# **FAIRFIELD UNIVERSITY**

**FAIRFIELD, CONNECTICUT 06430-5195  
(203) 254-4000**